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CONSTRUCTIVE BIBLE STUDIES

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Child Religion in Song and Story

WALKS WITH JESUS IN HIS HOME COUNTRY



Child Religion in Song and Story

WALKS WITH JESUS IN HIS
HOME COUNTRY

BY
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AND
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IN MEMORY OF
MILDRED
AGED 3 YEARS

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INTRODUCTION

PART I

In putting forth this, the second volume of *Child Religion in Song and Story*, it has seemed wise to adhere to the same general method as in the first volume. While the somewhat formal plan of the book, presenting each lesson in the setting of a service, makes its appeal to the Sunday-school teacher especially, it is felt that it cannot injure the use of the book in the home. There, as well as in the Sunday-school, it may be a great aid in the development of religious life, and such portions of each service as do not lend themselves to home work can easily be omitted. To the Sunday-school teacher the grouping of available elements in the preparation for the Sunday-school hour is very helpful.

General Plan

While the present volume of *Child Religion in Song and Story, Walks with Jesus in His Home Country*, need not necessarily be preceded by the earlier volume which is now entitled *The Child in His World*, we believe that the teacher will find herself able to present the lessons of this book with greater appreciation if she has already used the preceding series of lessons, and has become accustomed to the grouping of ethical ideas in a series, and emphasizing such ideas through a continuous period.

As in the former volume, an attempt is made to give to each day's service unity of theme through careful selection of songs, prayers, song texts, and story, all to be supplemented and enforced by the manual work. In some lessons in this volume it has, however, been somewhat more difficult to maintain throughout the service its unity of theme, because the lesson was rather the introduction of the child into a social situation preparatory to emphasis upon an ethical theme in a later lesson. Teachers are therefore warned that they will not find in every lesson the unity which prevails in the greater number of them.

The general purpose of the lessons in this book is twofold, namely, to

emphasize ethical truth and to give to the child a sense of the reality of Jesus and an attitude toward him. It is not intended that the lessons
Purpose should give a chronological history of his life or a systematized presentation of his teachings. It is only desired that the children shall learn to feel a social relationship to Jesus in his boyhood experiences, and to admire his power and his qualities as a man. In teaching these lessons therefore it is necessary that the double aim should be kept in mind, and the lessons are so cast that the ethical thought seems to come naturally from the social situation. The term "orientation" is used to indicate this social background.

It is intended that the main service should be conducted by one teacher and that the story shall also be presented by that teacher, the group work
Organization being conducted by teachers with small groups of children. If possible these groups should not contain more than six children; only so can the best work be done. This general plan should not, however, make it impractical for the group teachers to take at times a whole lesson, telling the story and conducting the manual work. Such interchange of labor stimulates all concerned and emphasizes the necessity for the more thorough preparation of group teachers.

The question may be raised as to the advisability of giving the same lessons to first, second, and third-grade children. The series to which this volume belongs contemplates issuing separate volumes for first, second, and third-grade work in time, but in the present condition of Sunday-school work it seems far more practical to keep the three grades including children from six to eight years of age who have not yet reached the stage of reading, together under one expert leader, the loss which comes from more closely grading the lesson material being more than compensated for by the cultivation of the religious spirit which comes from a unified well-worked-out service in harmony with the lesson. Children of this age are moved by music, prayer, the congregational feeling, and the details of the service quite as much as by the lesson, and few schools are at present equipped with rooms for separated graded work in these three grades.

Forty lessons are contained in this series. It has been found most practical to make the lessons extend from the natural opening of the schools in the autumn to some time in the early summer in order that the series may be completed while the majority of the children are in the school. It is hoped that the lessons which follow this period may be of a character to further emphasize the great law of love which is the ethical climax of the series. For this reason we suggest that stories of men and women who have lived according to the law of love be used for the summer work. For instance, stories of the work of Dr. Grenfel in Labrador, attractive stories of missionaries, stories from history showing brave deeds for the sake of one's fellow-men, and such stories from fiction as Ruskin's "King of the Golden River," and many others which might be named, which will be found in the public libraries. If the summer work can be conducted in small groups out of doors it will be much better.

In the use of these lessons the teacher is particularly warned against too close adherence to the informal conversations as presented in the book. It is impossible for one not in touch with the situation in each school, and with the particular local environment, to frame the conversations which would be most appropriate for the individual school. The suggestions therefore are simply tentative and teachers are urged to use local color and local environment as much as possible, only keeping in mind in connection with each exercise its place in the service, and its legitimate contribution to the theme of the day.

The question of prayer with such young children is a very important one. In many schools it is thought sufficient to repeat the Lord's prayer, but we hardly believe that that prayer provides legitimate expression of the prayer-attitude in the child's mind Sunday after Sunday. To educate the child to voice his highest aspirations toward conduct and life in prayer is to start him on the right road. An attempt is therefore made to introduce such thoughts in the prayer as are reasonably natural to the child in his highest moments, and to lead him in the expression of them

rather than to follow the custom so frequently observed of praying *for* the children in an adult vein of thought. The Lord's Prayer is not omitted but is brought in gradually so that when it is fully used it has an association which makes it interesting. The interchange of song and prayer through the same words is also frequently employed, giving spiritual content to the song, and a simple and familiar form of expression to the prayer.

In the text exercises a special feature is the frequent introduction of the song texts. Several new texts have been inserted and those contained in the preceding volume retained. Frequently the song text is indicated in the service, but it is hoped that teachers will use the song texts much more freely than the different services suggest. Let each text exercise close with one or two of the favorite song texts. Nothing will make the words and thought of these beautiful texts sink so deeply into the mind of the child as frequently to sing them.

Attention is called to the new march song which it is hoped will combine something of the fervor of "Onward, Christian Soldiers" and be less warlike in its thought. Association of this song with the different contributions representing benevolent activities of the children, the church, the Sunday school, and general benevolences is not inappropriate. We would emphasize here the educational value of cultivating the children's interest in specific benevolences, the results of which they can see and feel.

A larger number of what may be termed "outside stories" is suggested in this volume, partly to break the monotony of the constant reference to Jesus and partly to make more of a connection between the remote times of the Bible stories and our modern life. The more we can get the children to feel that all life is one, whether its environment be remote or present, the more easily they will transfer into their own lives the ethical ideals which they gather from reading and stories. The teacher will miss the use of the stories of the birth of Jesus at Christmas and also the story of his resurrection at Easter. Lesson I, however, deals with the birth of

Jesus, and it seemed better to use a story emphasizing the Christmas spirit for the Christmas lesson, letting the reminiscences of the birth of Jesus appear only in the songs. The anniversary element, however, is strongly emphasized in the thought of the celebration of the birthday of Jesus and also in the manual work of the day.

Since the children will have a number of lessons about Jesus after Easter it is not wise to use the resurrection stories for the Easter lesson. There would be a sense of shock to the children in hearing the resurrection stories on Easter Sunday and then coming back to stories in which he is still living upon earth after Easter. Here again, therefore, another story is used and the usual songs again suggest the anniversary which is celebrated. In the case of either Christmas or Easter, however, if any teacher feels that the Bible stories of the birth of Jesus and his resurrection cannot be omitted, it is quite possible to introduce them, using, if any assistance is desired, the suggestions of the previous volume of *Child Religion in Song and Story* for these days.

In the group work the teacher will find the plan similar to the work of the first volume, all having, however, more of a bearing upon the experiences of Jesus. Both songs and poems are added to the collection of **Manual Work** leaves in order that the children may find their books more and more interesting. The group teacher is urged to keep in mind the fact that manual work is not provided as mere "busy work," but in order that the children may express by their hand work something of the ethical meaning of the lessons. In so short a period as that of the Sunday-school session every movement must be made to contribute to the general ethical impression, and with children the deepest impression is made through opportunity for expression. An occasional lesson will be found in which the work will serve simply to remind the children of the story, for it is not always possible to express naturally the ethical theme by manual work, and great care has been taken that nothing unnatural to the child of six to eight years of age should be expected.

The author makes grateful acknowledgment of many expressions of

appreciation received from teachers using the first volume of *Child Religion in Song and Story*.

To all these and to the multitude who are strangers to the volumes this new one is presented in the hope that it may be received with kindly judgment and may perform useful service.

GEORGIA LOUISE CHAMBERLIN

INTRODUCTION

PART II

At first glance the teacher may be disappointed to find that in this second volume, with a few exceptions, all the music of the first volume has been repeated, but for these exceptions some very attractive songs have been inserted and some specially fine song texts. Upon second thought, if not at first, every teacher will realize that it is only in the continued use of a beautiful song that the children become permeated with its spirit and come to love it. It would therefore be wholly unpedagogical to introduce more than a few new songs in the second year. To the children who have just come from the kindergarten all the songs will be new, and the enjoyment of them will be much greater in the second year than in the first, and in the third than in the second. It is with keen regret that most children pass from the familiar songs of these early years to those used in the intermediate department, especially if, as in the case with the songs in this volume, they are chosen from the highest class, both from the musical and the ethical point of view.

The leader is urged to become thoroughly familiar with each song before introducing it to the children. If a miniature choral society for Saturdays can be a part of the community work for a few months in the year, special attention can be paid to the tone quality of the children, and to technicalities of phrasing and expression. Teachers are reminded of the value of the wall charts in teaching the words of songs, enabling the children to take a natural position not possible where the printed page is used. The pupils should be continually led to perceive that the melody is only a beautiful vehicle for the words and that the singing must not be allowed to hide their meaning.

To make the children's singing helpful to the spirit of the work, it is necessary that their voices be "expressive," that is, capable of expressing the feeling conveyed by the words they are singing. To be thus responsive the

voices must be flexible. This can be gained only where no undue effort is made for power. The "public-school quality," so called, is the loud, inflexible tone which carries the heavier part of the voice up beyond its normal place, producing a strained condition. This strident tone does not permit of gradations of power, and the singing becomes monotonous and inexpressive. It may be corrected in small children by the simple device of allowing them to sing the scale downward from high to low *doh*, using the syllable *loo* on each pitch. Attention can be directed to the quality of tone thus produced, the superiority of its lightness and sweetness being obvious. The singing of a passage which seems to invite the strident tone may be correctly sung by using the same device, repeating with *loo* on each pitch.

Care must be exercised not to give the children a sense of being suppressed in the effort to correct overloud singing, lest the result be a joyless tone, lacking vitality. A few suggestions as to the beauty of the musical climax will direct their energy aright. Lead the children to see that not only do they require gentle or more forceful singing in order to express the meaning of the words, but that the melody alone usually has a part which should stand out as more important than the rest of the phrase. To give this its proper force, they must use moderate power until the musical climax is reached. There all the power compatible with sweetness will be necessary to give the desired effect.

Thorough familiarity with the songs contained in the following lessons will be of distinctly educative value to the children.

MARY ROOT KERN

CHICAGO, ILL.

July 1909

SERIES I

CHILDHOOD IN THE HOME

ORIENTATION: SCENES OF JESUS' CHILDHOOD

Before attempting to teach any of the following lessons, the teacher should read very carefully the introduction, should consider thoughtfully the two elements suggested in each lesson, namely, the ethical principle underlying the lesson and the social environment in which that principle is embodied. He should study an entire group of lessons at one time, noting how the different lessons present different phases of ethical and social teaching. He should, above all, seek continually to live in the atmosphere of the child's thought and feeling, keeping himself in the closest sympathy with the child life which he is presenting, as well as with the child upon whose receptivity he depends to comprehend and accept his message.

The general aim of the four lessons constituting the first series is (*a*) to suggest Jesus in his home in the friendly relation of care and service with his parents; (*b*) to lead the children to repeat in their own lives the simple confidence, and affection of Jesus for his parents; (*c*) to feel the thrill of admiration for the deeds of the heroes of his country, learned in stories from his mother's lips; and (*d*) to render the happy service which every child in common with Jesus normally gives to the parent who has rightly associated himself with the child's interest and activity.

LESSON I

How They Saved the Baby's Life

AIM OF THE LESSON

To furnish a stimulus to the child which will result in an increased confidence in his parents, their ability to protect him, their wisdom to guide him. The material of the lesson might easily be handled in such a way as to suggest

fears rather than confidence. The aim should therefore be kept continually in mind and the whole story viewed from the point of view of this chief purpose.

PREPARATION OF THE LESSON

General: In this and all following lessons the teacher should first read through the whole lesson and if possible the whole group of lessons under consideration. Every song should be studied, and its relation to the particular lesson and to the group of lessons noted. Such texts as seem most appropriate for the class should be selected in order that at the proper time emphasis may be laid upon them. The conversations should be fully planned. New features of individual lessons must be prepared if preparation for these is necessary. The teacher should note whether there is an appropriate element of prayer in the service, which he can render more effective in the lives of the children by thoughtful consideration of it. Most of all he must study the unifying theme of the entire service and let its thought, whatever it may be, so permeate his own feeling that it will be impossible for him to introduce any element into the service which will bring a jarring note or in any way reduce the effectiveness of the unified service as a whole.

These suggestions will not be repeated in connection with following lessons since they are of so essential a character that no teacher will forget or overlook the necessity of this larger preparation. Suggestions under this head in future lessons will have to do only with the actual topic which is to be presented.

In preparing for the work of Lesson I, in addition to the general preparation named above, read the stories of the birth of Jesus in Luke, chap. 2, and Matt., chap. 2. Read also from Edersheim's *Life of Jesus*, pp. 121-32, or Burton and Matthews' *The Life of Christ, Introduction*, or from such other sources as you can command, the facts concerning the life, ambitions, and character of Herod the Great.¹ Note that the town of Bethlehem was

¹ The best dictionaries of the Bible are Hastings, *A Bible Dictionary*, 6 vols., a one-volume dictionary by the same author, and the *Standard Bible Dictionary*, 1 vol.

a small town and probably the number of children slaughtered by Herod was not more than twenty, and therefore in the multiplicity of violent deeds of his day would not take a large place in the minds of historians of his time.

Remember in all your study of these stories that your purpose is to lay hold upon, not the horror of the situation, but the strength and love and wisdom of the parents who were by reason of these qualities to save the life of the child whose death Herod is said to have sought. We must also bear in mind that at the Christmas season these stories will be revived and we can therefore afford to touch lightly upon some points in order to lay emphasis upon others.

That you may understand the historical situation more thoroughly read also concerning the Jewish anticipation of the Messiah who was to reign as king, so well understood by Herod, and devoutly shared by the religious Jews of his day.

ORDER OF SERVICE AND PRESENTATION OF LESSON¹

Greeting—

Leader: "Good morning," or "Good afternoon."

Children: Appropriate response.

Leader: "This is the Sabbath day."

Children: "Let us go into the house of the Lord."

Leader: "The Lord is in his holy temple."

Children: "Let all the earth keep silence before him."

Song—"The earth is hushed in silence." (For words and music see p. 203)

Informal Conversation—

Leader and Children: The point of contact for the introduction of this

¹ If announcements are to be made they may be introduced before the conversation or after the birthday offering, so as not to interrupt the thought of the children after the theme of the day is presented, unless the announcements are such as naturally relate themselves to the theme. In the apportionment of time for each part of the service, not more than five minutes should be given to the "Conversation" and fifteen minutes to the "Lesson Story." This should leave twenty-five minutes at the disposal of the group-teachers. Since the children work slowly, it is of the greatest importance that they should have plenty of time for the notebook work.

theme must be that of the joy of the coming of a little one into the home. The children will gladly speak of the babies whom they know and love. The teacher can easily direct their thought to the loving care of the parents in such detail as seems best, but the conversations should always be very brief and should seek only to direct or attune the children's minds to the theme of the day, which may or may not have already been presented by the song. This conversation may well end with a suggestion of the care of the Heavenly Father and will lead to the note of prayer which follows.

Song Text—

(For music see p. 234)

Our Father, who art in heaven,
Hallowed be thy name.

Prayer—

Teacher: Our Father, thy little children seek thy care and favor. They desire to please thee in all things. They long to know thee and to be thy willing helpers. Let us be thy helpful, happy children all through the year. In the name of Jesus we pray. Hear thou our prayer. *Amen.*

Song—

(For music see p. 228)

From the bright blue heavens, with the angels mild,	With a father's kindness gives them daily bread,
God, our loving Father, looks on ev'ry child:	Shields from ev'ry danger ev'ry little head;
Lovingly he listens to each little pray'r;	Tell all little children of this Father true:
Watches ev'ry footstep with a father's care.	Who will ne'er forsake them, if his will they do.

Psalm 100. *All:*

Make a joyful noise unto Jehovah, all ye lands.
Serve Jehovah with gladness:
Come before his presence with singing.
Know ye that Jehovah, he is God:
It is he that hath made us, and we are his:
We are his people, and the sheep of his pasture.
Enter into his gates with thanksgiving,
And into his courts with praise:
Give thanks unto him, and bless his name.
For Jehovah is good: his loving-kindness endureth for ever,
And his faithfulness unto all generations.

Text Exercise¹—

(See Introduction)

Let the text exercise first call from the children any texts which they know which suggest the love and care of father and mother or the Heavenly Father. Suggest to them and repeat with them such of the following texts as you think wise. These are the texts for the entire first series of lessons. If it seems better, select only one and add one each Sunday. Children are able, however, if a thought is properly correlated with the stories or with their interests to learn several texts and to hunt up others which bear on the same subject.

Do not discountenance other texts, but lead the children back to the theme, and let them repeat the most appropriate texts in concert, as well as individually.

Luke 6:36: Be ye merciful, even as your Father is merciful.

John 8:41: We have one Father, even God.

I John 2:1: Beloved, now are we the children of God.

Col. 3:20: Children, obey your parents in all things, for this is well-pleasing to the Lord.

Mal. 3:17: And they shall be mine, saith Jehovah of Hosts; and I will spare them as a man spareth his own son.

Isa. 43:2: When thou passest through the waters, I will be with thee:

And through the rivers, they shall not overflow thee.

Gal. 6:2: Bear ye one another's burdens, and so fulfil the law of Christ.

Song Text—

(For music see p. 244)

Like as a father pitieth his children,
So the Lord hath mercy on them that fear him;
Like as a father pitieth his children,
So the Lord hath mercy on them that fear him.

¹ A text exercise for little children is always of value, but it is of much greater value when the children are so guided in their selection of texts for recitation that they are obliged to consider the meaning of the text before giving it. Many children can repeat rapidly text after text without a thought of the meaning. It is merely a mechanical exercise, valuable because it lodges certain phrases in the mind of the child which may at some time present a helpful stimulus to action; but a text exercise in which the children are kept to a certain theme is far more valuable and makes a far deeper religious impression. Such an exercise requires more skill on the part of the leader, but it is a skill which will be easily acquired through thought and experience.

March Song and Offering—(Special attention is called to the song below, as combining some of the popular elements of "Onward, Christian Soldiers" with words better suited to modern Christian thought.) (For music see p. 205)

Forward, Christian children,
 With your banners gay,
 Glad your hearts and voices,
 On this happy day;
 Jesus is your leader
 In the cause of right.
 He will never fail you,
 Forward in your might.

Chorus:

Forward to the battle,
 For the good and true,
 Jesus is your captain,
 He is leading you.

Now we'll be your soldiers,
 Standing firm and true,
 Trusting thee to help in
 Everything we do;
 All kind words and actions,
 Thou wilt well repay,
 If we follow closely,
 In the heavenly way.

(Chorus)

Here, O, Lord, we'll thank thee,
 For the blessings past,
 Here pledge hearts and voices,
 While our lives shall last;
 Make us thine own children,
 And we'll happy be,
 In that world of beauty,
 Afterward with thee.

(Chorus)

Lesson Story¹—

(See Introduction)

Jesus was the very greatest man who ever lived in all the world. He

¹ The story is told somewhat more fully than will be the general custom in order to show just what is meant by the use of a story for a certain purpose rather than the mere telling of the story for its own sake. Note that the actual massacre of the infants is omitted entirely. If this were inserted it would be likely to fill the mind of the child with a sense of horror. The feeling of admiration for the power and wisdom of the parents of Jesus would be overshadowed by the wickedness of the king.

It is not intended that the teacher should feel it necessary to tell the story exactly as it is given here, nor in any future lessons will this be the case. The material given under this head is intended to be suggestive only. To go farther than this would be to take from the teacher the stimulus for careful preparation of stories and the pleasure of framing the story with the particular children of her class in mind.

was so great that the things which he did and the words which he said make men great and good today after two thousand years have passed. He was so great that all the people who love him are called Christians because he was called the Christ. Many people who lived in the olden times thought that the greatest heroes first appeared upon the earth in some wonderful way. They tell stories of Diana, the great huntress, who sprang from a tree full grown, and of Venus, who came forth from the foam of the sea, Minerva, who sprang full grown from the head of her father, and many other strange and wonderful stories. In these stories the great men and women came into the world full grown, but Jesus, the greatest hero the world has ever known, came into the world a little baby boy who looked just like the babies that you know. This was how it happened.

In a far-away country across the ocean and then across another great sea, along a country road, Mary and her husband Joseph were making their way to Bethlehem, the place where their grandfathers had lived. Many other people were passing this way for the king had called for money and the people must pay a tax in order that the king might have the money which he needed—each one a few cents. It was the custom in that country for the people to go to the town where their grandfathers had lived, to pay this tax, because that was the place where their names were written down, and where the king's officers could find whether they had paid their tax or not.

When Mary and Joseph came to the little town, which was not a city like ours, but had just one long street, they saw on either side the little one-story houses built of clay, with no front doors on the street, but little doors opening into walled yards and away down the street the village inn.

In that country they did not always have barns for the cows and sheep and the oxen that did the work in the fields, but under the house was a room with rude stalls and mangers for the comfort of these beasts, who worked all day, plowing the land, harvesting the grain, and threshing it out for flour, with which to make bread. Sometimes this room was hollowed out in the ground

and sometimes it was above the ground, but usually under the same roof as the rooms where the people lived.

Mary and Joseph stopped at the inn, hoping to find there a room in which to spend the night, but they were told that all the rooms were full, because so many other people had come to Bethlehem before them that day—people coming to pay their taxes too. But in the room where the cattle were there was space and so for that one night at least Joseph and Mary felt glad to lie down in the room with the oxen, with the sweet smell of the hay about them, and the quiet lowing of the oxen in their ears. There on that first night was born a beautiful baby. With no other bed upon which to place him the manger full of sweet hay served as a cradle.

People have told us many stories of wonderful things that happened that night—indeed, of other things that happened long before: how an angel came to Mary once and told her that her baby when he came into the world would become the great king whom the Hebrew people were expecting, to take the place of the wicked king who was then upon the throne. They tell us too, and we shall talk more about this at Christmas time, of how the angels on that night appeared to shepherds keeping their flocks out on the hillside, and told them about the wonderful baby who was born in Bethlehem, and the story of the star which led the wise men over the desert from far away to see the baby who was to be the king of his people, and how all these men, the shepherds and the wise men, came to see the baby on that night and brought him gifts and told his mother how glad they were that he was born. This we *know* at least, that Mary named her baby “Jesus,” which means “the one who saves,” and we believe that she too was thinking of the promised king who was to save his people, who would some day bring peace and joy into the world. How glad the father and mother were to see the baby boy, how tenderly they cared for him, how they thought of the long years in which he would be a joy to them, their firstborn son, and how perhaps some day he would be a great, great man.

In some way, we do not know how, it began to be reported about that

this baby who was born in Bethlehem was a very wonderful baby and some people said, "Perhaps this *is* the king." Now the king who was on the throne was a very wicked king. He had killed already all the men whom he thought might some day wish to be king. He cared more to be king than anything else in the world and he never thought how much he could do for his people, but only how much he could do for himself. He heard about the little baby and he said to himself, "I must find this baby and put him out of the way if I can. So he sent his messengers to Bethlehem to find the baby, but Mary and Joseph knew about the wicked king and knew that he would never allow a little baby to grow up, about whom people had said, "He is the coming king." So, long before this Joseph and Mary had talked about the king and had said to each other, "Our baby is not safe. We can never keep him until he has grown to be a man if we stay in this land. We must take him far away." So one night they started, Joseph and Mary and the little baby, Mary riding on the donkey and Joseph walking by her side, down the long winding road, through little villages, and across the desert plains to Egypt. There they were quite safe beyond the power of the wicked king.

Was the baby going to be a little Egyptian boy then, living always in Egypt? For surely his mother and father would never take him back where the wicked king could find him. They loved him too much for that. They would gladly give up their own home and their country and leave all their friends forever in order that they might keep with them the little baby whom they loved. They cared more for him than all the world beside.

We have a better ending to the story than that. The wicked king died and left all his riches and his glory behind him and in the hearts of his people hatred, and joy that he was dead. Joseph and Mary in another country, were not so far away but that they heard the glad news of the old king's death. They would not however take the risk of going near Jerusalem where the new king lived, because they did not know him and still feared for the safety of their baby, so they went back another way and they took the baby to a little town in their home land far away from the palace of the king, a little

town among the hills and there they kept the baby safe while he grew to be a strong, fine boy, filling their hearts with joy. How many times Joseph and Mary would look at the boy and think what danger they had saved him from and how precious he was to them!

Song—

(For words and music see p. 229)

Away in a manger, no crib for his bed,
The little Lord Jesus laid down his sweet
head.
The stars in the sky looked down where he
lay—
The little Lord Jesus, asleep on the hay.

The cattle are lowing, the baby awakes,
But little Lord Jesus no crying he makes,
I love thee, Lord Jesus! Look down from
the sky,
And stay by my cradle till morning is nigh.

Be near me, Lord, Jesus; I ask thee to stay
Close by me forever, and love me I pray.
Bless all the dear children in thy tender care
And fit us for heaven, to live with thee there.

Group Work—

Group Teachers and Children: The work in the notebooks may be done more easily upon tables or small lap boards which can be of very heavy cardboard or of thin wood. The covers and title-pages of the book with the song "*As Joseph was a-walking*" may be given out and arranged in order. The title-pages should have been previously filled in by the teacher.

Let the children tell stories of mothers and fathers whom they know and what they do or would do for their babies. The stories may be imaginary if it so happens. Have ready one or two little incidents which you can tell which show the wonderful care of parents for their babies. Let your whole effort be to lead the children to think of this relationship of love and care. Suggest the question, "Who makes mother and father do so much work to care for the little baby" and lead them to see that love does this. Raise again the question whether there is anyone who loves and cares for, protects and guides mother and father. Is there still a higher father, God, the Father of all? As you talk let the children read the words of the song. Then let them paste the picture upon the leaf of the notebook and color with their crayons the border. Suggest that no frame can be too beautiful for the picture which tells

us what a great artist thought the baby Jesus and his mother may have looked like. Call attention to the love in the mother's face, and let the children point out other features of the picture.

Song—"*Twas the birthday of a King.*" (For words and music see p. 231)

Birthday Offering and Welcome to New Pupils—

Song—"*Praise ye the Father.*" (For words and music see p. 209)

Closing Sentences—*Leader*: "The Lord bless thee and keep thee:

Children: The Lord be gracious unto thee.

Leader: The Lord lift up his countenance upon thee and give thee peace.

LESSON II

The Hero of the Mountain

AIM OF THE LESSON

The aim of this lesson is to bring the child into a sense of companionship with the child Jesus listening to stories at his mother's knee. It is possible to suggest through this story the courage of Elijah in the general sketch and the generosity of the widow in the special story. But these are secondary aims, the chief purpose being to lead the children to share in the joy of Jesus as he feels the kindness and sweet companionship of his mother. The natural step from this feeling as the children turn to their homes will be the appeal for just such companionship with their own mothers.

PREPARATION OF THE LESSON

Read all the stories of Elijah found in I Kings, chap. 16 to II Kings, chap. 2. Let the atmosphere of these stories sink into your mind, wonder stories used with a great ethical purpose, on the part of the compiler of the Book of Kings. This great purpose, however, is beyond the comprehension of a young child. The wonder element is chiefly felt. Read in the Bible Dictionary under "Elijah" and "Ahab." Study the map of Palestine in the time of Jesus and note that Mount Carmel, the mountain on which Elijah is said to have offered the sacrifices in his great contest with Baal-worship, is directly between Nazareth and the sea at a distance of not more than twenty-five or thirty miles, and that from the hills back of Nazareth it must have been easily seen and frequently talked of.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school. (See p. 3.)

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

The point of this conversation should be to remind the children of the association of places and events. It might be a sort of symposium of famous places which the children have seen, but if there is in the neighborhood of your school some one spot which has been rendered famous by an historical event or even by a tradition, that will serve better than places which *all* the children do not know. For instance, in many small towns in New Jersey can be seen what is known as Washington Rock. This is the rocky summit of a mountain overlooking a section of the country in which some of the great battles of the Revolution were fought. It is said that from this rock Washington surveyed the movements of the enemy and upon the basis of his observations directed his own troops. There is no child within twenty miles of this mountain who does not know this story. So in many localities such spots of local significance will exist which may form the basis of this conversation, leading the children to feel that places where things have happened have special interest.

At the end of this conversation lead the children back to the memory of the last Sunday when they were thinking with admiration of the care of the parents of Jesus as they bore him in safety beyond the reach of the wicked king. Suggest the Heavenly Father with his care. Let the children sing with you the opening lines of the Lord's Prayer.

Prayer—

(For music see p. 234)

All (sing softly):

Our Father, who art in heaven,
Hallowed be thy name.

(repeat)

Father dear, I fain would thank thee
For my long, refreshing sleep,
And the watch that thou did'st keep,
While I slumbered soft and deep,
O'er thy child so lovingly,
So lovingly.

Song—

(For music see p. 209)

Praise ye the Father, his love is everlasting;	Great is the Lord who hath shown his
Praise ye the Father, let all the earth give	glorious power;
thanks to him;	Who giveth light to the world, and blessing
Honor and glory be unto him forevermore.	to his people: [victory;
O God of mercy, thy children raise their	Great is the Lord, who hath given us the
song to thee.	With love and power he ruleth the world.
	Arise and praise ye the Father.

Glory to the Father, to the Father everlasting;
 Glory to the Father, who hath made the earth and heaven:
 Loudly let the voices ring;
 Loudly praise our mighty Lord and King;
 Children come before his presence with a song,
 And praise ye the Lord.

Text Exercise—

(For appropriate texts see p. 5)

Song Text—

(For music see p. 244)

Like as a father pitieth his children,
 So the Lord hath mercy on them that fear him;
 Like as a father pitieth his children,
 So the Lord hath mercy on them that fear him.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Would you like to hear today something about Jesus when he was a little boy? You remember how his father and mother brought him back from Egypt where they had gone to escape the king, to a little town in the hills far away from the great city where the new king lived, the king who did not know about Jesus. The country where Jesus lived was a very hot country and people did not have houses like those which we live in today. Can anyone remember the sort of houses Joseph and Mary passed by when they went into the little town of Bethlehem where Jesus was born? (Draw from the children such information as you can about these houses and supplement so that they will have something of an idea of the home of Jesus. Suggest with a few brief sentences an interior.) Just back of the little town where Jesus lived there were hills and often when he was a boy just about as big as the boys and girls here, he would wander off to the edge of the little

village and climb far up the hill to see what he could see away on the other side. It seemed to him as if all the world was over there, and sometimes when the day was very clear, far down on the edge of the sky he could see blue water which his mother told him was the sea, the great sea, on which the ships came and went, sailing to the city of Rome, whose king was master of all the kings in Jesus' country. But Jesus was only a little boy and he did not care very much about the cities far away. The things that were near were the things that he wanted to know about. For instance, there was a great mountain which every time he looked toward the sea towered up between it and the sky. Did you ever see a mountain? It is higher than the highest hill we can think of. Jesus loved to look at this mountain, for he knew something that had happened there. His mother had told him stories of a great man, a man who loved God and spent all his life working for God. There were many stories about him—about how, when people thought that there were many gods instead of just one, our God and Father, Elijah out on the mountain-top called upon God to send fire from heaven. They said too that Elijah was carried away on a chariot of fire to heaven, that he did not die at all. They even said that he sometimes appeared upon the earth and that when he came some great and wonderful thing was done by him.

Jesus thought about these stories when he looked at this mountain standing up against the sky, and when sitting quietly by his mother in the evening hour, she would tell him story after story about the great Elijah. In that warm country a room upon the house-top was the coolest, most delightful place to spend the night, and many times Jesus lay and looked at the shining stars in the deep blue sky as his mother talked to him about the heroes of his country.

There was one story about Elijah that Jesus loved best of all, and that story I am going to tell you. It is a story of how Elijah rewarded a kind-hearted woman who took care of him when he needed help. (Tell now the story of Elijah and the widow, including the material found in I Kings, 17: 8-24, throwing the emphasis upon the kind-heartedness of the widow and the gratitude of Elijah.)

Did Jesus as he lay and listened and thought about the great Elijah riding on a chariot of fire into the heavens think how great it would be if he too might some day see this great hero and receive a message from God through him?

Song—

(For music see p. 239)

Can you count the stars, that brightly
Twinkle in the midnight sky?
Can you count the clouds, so lightly
O'er the meadows floating by?
God, the Lord, doth mark their number,
With his eyes that never slumber.
He hath made them, ev'ry one.

Do you know how many children
Rise each morning, blithe and gay?
Can you count the little voices,
Singing sweetly, day by day?
God hears all the little voices,
In their pretty songs rejoices,
He doth love them, ev'ry one.

Group Work—

The oriental house may be pasted on the page to be given out with this lesson. It will serve as a reminder of both the house of the widow and her son and the house in which Jesus lived. Let the children study it, and note in what ways it differs from modern houses. Let them recall the introduction to the story and imagine what it looked like inside. Is there a place for the sheep and oxen in this house as in the house at Bethlehem where Jesus was born? Let them write on the page all the things that they can think of which were probably in that house. As they guess take the opportunity to correct their ideas and give them the right notion of the furnishings of an oriental house. If they would like to do so let each one construct during the week from paper or cardboard some articles of furniture such as would be appropriate in an oriental house.

Song—*"There's naught I love so tenderly as you, my Mother dear."*

(For words and music see p. 216)

Birthday Offering and Welcome to New Pupils—

Song—*"Can a little child like me?"*

(For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON III

The Changing River

AIM OF THE LESSON

The aim of this lesson, like that of the last, is to familiarize the child with the thought of Jesus listening to his mother's stories, and becoming fired by enthusiasm and courage through the stories of his people. Something of this courage and enthusiasm will be appropriated by the child as he thus associates with the child Jesus. At the same time his appreciation of the companionship of his mother and her services of love should deepen and clarify.

PREPARATION OF THE LESSON

Study the story of the battle between Barak and Sisera in Judges, chap. 4 and in the poem of chap. 5. Read in the Bible Dictionary or in Wade, *Old Testament History*, something of the characteristics of the period of the Judges, a period in which the people were passing from the nomadic to the agricultural stage, in which conquest was the primary purpose and in which barbaric deeds for the sake of conquest were common and laudatory. Note that back of all is the thought of the writer that Jehovah was in the history of Israel at this time as well as at a later period, and that through battle and valorous achievements he was establishing in the hearts of the Hebrews confidence in his ability to vanquish their enemies, but more than that, conditioning his favor upon their loyalty to and trust in him.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school. (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

In the conversation try to center the thought of the children upon story-telling, their joy in it, the circumstances under which they love to hear stories, the stories which they like, etc. If you have opportunity bring out the superiority of mother's stories and emphasize the statements of someone among the children upon bedtime stories. Recall simply by name and a sentence or two the story which Jesus' mother told to him. See Lesson II. Suggest a query as to what kind of stories Jesus liked best and where his mother told him stories most. Was it sitting on the steps leading down into the little courtyard, when Jesus was tired with playing and with school, or was it perhaps on the cool house-top later in the evening, just before he went to sleep, when the stars were shining high above his head, and when the moon in the sky made him think of Elijah's chariot of fire? How interesting it would be if we might have a picture of Jesus' mother telling stories to her boy. Do you suppose that Jesus sometimes wondered if he could count the stars? Suppose we sing "Can you count the stars?"

Song—

(For music see p. 239)

Can you count the stars, that brightly
 Twinkle in the midnight sky?
 Can you count the clouds, so lightly
 O'er the meadows floating by?
 God, the Lord, doth mark their number,
 With his eyes that never slumber.
 He hath made them, ev'ry one.

Prayer—

Leader: Do you think that Jesus, before he went to sleep, asked the Heavenly Father to take care of him and to bless his father and his mother? Let us sing softly:

Our Father, who art in heaven,
 Hallowed be thy name.

(For music see p. 234)

All repeat:

Dear Father, I come with the morning light,
 To ask thy hand to guide me aright;
 Keep me from sinning, and show to me,
 How a little child may be helpful to thee.

Song—

(For music see p. 229)

Away in a manger, no crib for his bed,
The little Lord Jesus laid down his sweet
head.

The stars in the sky looked down where he
lay—

The little Lord Jesus, asleep on the hay.

The cattle are lowing, the baby awakes,
But little Lord Jesus no crying he makes,
I love thee, Lord Jesus! Look down from
the sky,
And stay by my cradle till morning is nigh.

Be near me, Lord Jesus; I ask thee to stay
Close by me forever, and love me I pray.
Bless all the dear children in thy tender care
And fit us for heaven, to live with thee there.

Text Exercise—

(For appropriate texts see p. 5)

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Would you like to hear today another story which perhaps Jesus' mother told to him when he was a little boy? This story is about a river. How many of you could walk over a hill and then ten miles? How far is one mile? (Indicate from so and so to so and so in a locality which the children know.) Could you walk ten times that far? It takes a strong boy to walk ten miles, but many boys can do it. About ten miles away from Jesus' home, straight out toward the mountain there was a river. Jesus may often have walked there for he was growing a big boy. Sometimes when he came toward the river it seemed so small that he could scarcely find it until he came close upon it. Sometimes, though, when there had been many rainy days together the river would go singing merrily toward the mountain broader and stronger. It was a famous place for sailing boats and for carrying sticks far out in its center, then down, down the stream until they were so tiny they could no longer be seen. Once in a great while when there had been a storm with thunder and lightning and pouring rain, the river would come tossing down, angry, yellow, carrying upturned roots of trees and all kinds of things which it had gathered, and as it came into the valley, it would spread out far over its banks and then not a boy dared go off of the high ground far away from the river with its little creeping arms running out all over the plain. To Jesus and his

friends this river seemed alive. One never knew quite what it would be like. It seemed to have moods and sometimes to say, "Come and play by my side," at other times, "Stand far off or I will crush you and wash you away." There was another reason why the river seemed alive to Jesus. It was because of a story which his mother had told him often when he lay safely at home far beyond the reach of the river. It was a story of a great battle, a battle in which God the Father had taught the people who were fighting to gain their land, that if they would rely on him, and be true to him he would save them from their enemies; a story in which God showed his people that he did not need to fight with bows and arrows and with spears and war-chariots, for all the world was in his hands, and storms and rivers and mountains and valleys could all be used by him to gain the victory. This is the way it happened.

Long before Jesus lived, more than a thousand years before, the people of his country were trying to conquer the land which they believed God had intended them to have for their home. Other people wanted the land, people who did not know the God of Jesus, our God—people who prayed and sang hymns to stone images, people who thought that all the good things that grew came because the spirit in these stone images made them grow. These people tried to drive out the Hebrew people, and oftentimes there were great battles between the Hebrews and their enemies.

One time the Hebrews had been suffering great trouble on account of their enemies. Their good crops of corn had been stolen, their wives and mothers had been carried away, their vines had been destroyed, and they were full of despair and wondered how they could ever stay in that land. But there was a good woman, brave like the prophet Elijah, Deborah, who was so wise that all the people who wanted to know what God would like to have them do, went to Deborah and asked her, for they felt sure that Deborah knew all about their God. This time they went to her in their trouble and they said, "What shall we do? We cannot hold back our enemies any longer," and Deborah said to the great Hebrew captain who had come to her, "Go now, this is what God says, go call all the soldiers

who will come from far and wide. Sisera, the captain of the enemy's army shall come up against you near to the river. He will bring his war-chariots and many, many soldiers, but do not be afraid, for God will deliver him into your hands." Then Barak, the captain, said, "If thou wilt go with me then I will go, but if thou wilt not go with me, then I will not go," and Deborah answered, "I will surely go with thee."

Then Barak went away and went up and down the country calling together soldiers from the mountain and from the valleys, until there were ten thousand men ready to fight for him, and for God's people. When Sisera, the captain of the enemy, heard that Barak had gathered his soldiers together he too called his men of war and there were nine hundred iron chariots for his soldiers to ride in and many thousands of foot-soldiers. When Deborah saw that Sisera was coming with his armies to the river she said, "Up, Barak! This is the day in which God will deliver Sisera into thy hands. God himself will go before thee." So Barak went down the hills into the great valley by the river with his ten thousand men, and Sisera with all his iron chariots and his thousands upon thousands of soldiers came, too, and the Hebrew people feared as they saw the multitudes of their enemies. But they believed that Deborah had given them a message from God, and that he would surely save them and defeat the enemy. As they neared the river the sky grew dark. Off on the mountain beyond the river, Elijah's mountain, the thunder seemed to speak from God a message of courage, the lightning flashed on the marching Hebrews and the soldiers of the enemy coming proudly and noisily toward them. Suddenly the storm broke. Torrents of rain swept down from the clouds. The soldiers could not see to fight. Both armies had to rest until the rain cleared away. But the *river* did not rest. The river came plunging and roaring down the hillside, swept out over the valley, washed over the chariot wheels of Sisera's soldiers, filled the valley with mud, and when the sun finally broke out and Sisera's soldiers tried to attack the Hebrew people, not a chariot would move, the wheels were stuck fast. The disappointed

soldiers jumped from their chariots and tried to make the attack, but they were not used to fighting on their feet, and the Hebrew soldiers were good foot-soldiers. And lo! before the Hebrew people the multitudes of Sisera's army turned and fled back to their homes with the Hebrew soldiers pursuing fast after them. Then the Hebrews went rejoicing back to the hills, for God had shown them that all things were in his hands and that he could use the great river and the storm to win his battles if he wished.

Do you think as Jesus stood on the hills it would almost seem to him as if he could see the two armies, and as he looked toward the mountain perhaps he too saw a storm coming, but I doubt if there was ever such an important storm in Jesus' time as that one which swept away the army of Sisera, for in his day the river had no work like that to do. Its work was simply to water the valleys and to keep the pastures fresh and green and the hillsides ready for the planting of the vineyards and the fields of grain.

Song—

(For music see p. 240)

Brooks down the mountain side
 Rush with a song,
 Seeking the rivers wide
 Where they belong;
 Flowing increasingly,
 Growing unceasingly,
 Down to the mighty sea—
 Splendid and strong!

So are our human lives:
 Starting like rills!
 Swiftly the current strives
 Down from the hills.
 Wider each hour to be,
 Fuller each power to be,
 Till God's eternity
 Life's course fulfils.

This story is told more fully than the others because it is more difficult for the untrained teacher to select just the right elements of the story as it is found in the Bible. To older children who are able to understand the barbarisms of the age the whole story may be given, but from the younger children it is best to withhold for the present the more barbaric elements.

In telling stories which are so fully given as this, it is very important that the teacher should pay as great attention to the preparation as though she had to make her own story, and that she should not memorize the story, but learn to tell it effectively, using the story as given here only as a basis and guide.

Group Work—

Group Teachers and Children: Let the children talk over the two situations, the river destroying the army, and the river upon which Jesus looked. Make your questions and comments bring out a review of the story and of Jesus listening to it, or thinking about it. Let the children decide whether they would rather have a reminder of Jesus or of the older story, and let each child color and revise his page to represent his choice. In the one case the river will be placid and confined, in the other turbulent and overflowing.

Song—*“Praise ye the Father.”*

(For words and music see p. 209)

Birthday Offering and Welcome to New Pupils—

Song—*“Can a little child like me?”*

(For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON IV

Jesus Playing, Learning, Helping

AIM OF THE LESSON

The aim of this lesson is to get the children really acquainted with Jesus as a boy, seeing in him their own life reflected and conversely accepting for themselves the spirit of cheerfulness, industry, and helpfulness which must have characterized Jesus.

PREPARATION OF THE LESSON

Read all that you can about the home life and the upbringing of the Jewish children. Much information on this ground will be found in Ederheim, *In the Days of Jesus*, Forbush, *Boys' Life of Christ* (the early chapters), and in Burton and Mathews, *Life of Christ*, chap. 2.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence." (For words and music see p. 203)

Informal Conversation—

Leader and Children: Let the children spend a few moments in discussing what games they like and why they like them. Talk with them about the joys of playing, the good times which they have had and may have, and some of the principles of fairness and consideration for others which should govern play. Recall the picture of Jesus which is already in the minds of the children—Jesus listening to his mother's stories and enjoying his mother's companionship. Raise the question as to what other things Jesus enjoyed. Tell the children something of the games of the Palestinean children. There are suggestions that games of imitation were very common, such as the playing

at a funeral with its tumultuous procession, and at a wedding with its characteristic procession. Pitching quoits was also a common diversion. Information concerning all this will be found in the books of reference suggested.

Close the conversation with the question as to what else other than play Jesus occupied himself with as a boy. Leave the children to think about it until the lesson period.

Song—

(For music see p. 228)

From the bright blue heavens, with the
angels mild,
God, our loving Father, looks on every child:
Lovingly he listens to each little pray'r;
Watches ev'ry footstep with a father's care.

With a father's kindness gives him daily
bread,
Shields from ev'ry danger ev'ry little head;
Tell all little children of this Father true;
Who will ne'er forsake them if his will they
do.

Prayer—

Leader and children repeat:

Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true;
Show me what I ought to do.

When I'm tempted to do wrong,
Make me steadfast, wise, and strong;
And when all alone I stand,
Shield me with thy mighty hand.

Song—

(For music see p. 217)

Can a little child like me,
Thank the Father fittingly?
Yes, oh yes! be good and true,
Patient, kind in all you do;
Love the Lord, and do your part;
Learn to say with all your heart:

Chorus:

Father, we thank thee!
Father, we thank thee!
Father in heaven, we thank thee!

For the sunshine warm and bright,
For the day and for the night;
For the lessons of our youth,
Honor, gratitude, and truth;
For the love that met us here,
For the home and for the cheer,

(Chorus)

For the fruit upon the tree,
For the birds that sing of thee,
For the earth in beauty drest,
Father, mother, and the rest;
For thy precious, loving care
For thy bounty ev'rywhere,

For our comrades and our plays,
And our happy holidays;
For the joyful work and true
That a little child may do;
For our lives but just begun;
For the great gift of thy Son.

(Chorus)

Text Exercise—For appropriate texts see p. 5.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: The work for this lesson will be done by the group teachers rather than the main teacher, each teacher planning for her own group the thing which seems to her most attractive for her children, the object being to let the children see working out in the life of Jesus the same general fundamental principles of helpfulness and earnestness which may characterize their own lives.

Tell the children about the occupation of Jesus' father and talk with them about a carpenter shop and all the things which are made and done there. Let them imagine Jesus helping his father. Let them dictate to you a list of things which he might have helped to make. Let the children decide with you whether each is appropriate to a Palestinean house. Tell them about the school at which practically only memorizing of Scripture was done. Let the children move back their chairs and sit around on the floor as the little Hebrew children did, the teacher in the midst teaching them a-verse, perhaps Deut. 6:5, just as the teacher would have done in the time of Jesus. (Do not do this in classes where it is likely to create disorder. Only the little children will take this seriously.) Compare with the children's own happy free interesting school life the deadly monotony of the school life of Jesus.

Call the attention of the children to the most important factor in the cleanliness and comfort of the home—water, and describe the way in which the people in a village like that in which Jesus lived had to get water, all from one central well in the town. Who would carry the water and how would they carry it? How would they get it out of the well, etc? Would this be one way in which Jesus might be helpful to his mother? Bear in mind that Jesus had younger brothers and sisters. In what other ways may he have helped? Give the children their page and let them paste upon it the picture of Jesus carrying the water-jar. Help them to study and discuss the

picture. Note the clothing, the shape of the jars, characteristics of the street, etc. If time remains they may put under the picture the text, "Bear ye one another's burdens," or they may imagine an ordinary day in the life of the boy Jesus and describe it.

Song— "*Thou that once on mother's knee.*" (For words and music see p. 204)

Psalm 100. All:

Make a joyful noise unto Jehovah, all ye lands,
Serve Jehovah with gladness:
Come before his presence with singing.
Know ye that Jehovah, he is God:
It is he that hath made us, and we are his;
We are his people, and the sheep of his pasture.
Enter into his gates with thanksgiving,
And into his courts with praise;
Give thanks unto him, and bless his name,
For Jehovah is good: his loving-kindness endureth forever,
And his faithfulness unto all generations.

Song—"Praise ye the Father." (For words and music see p. 209)

Birthday Offering and Welcome to New Pupils—

Song—"When morning gilds the skies." (For words and music see p. 240)

Closing Sentences— (See p. 11)

SERIES II

A JOURNEY WITH MOTHER AND FATHER

ORIENTATION: THE JOURNEY OF JESUS TO JERUSALEM WITH STORIES FROM
HISTORIC SPOTS OF INTEREST TO JESUS AS A BOY

In this series of lessons leading through the Thanksgiving and Christmas seasons, the friendly relation of parents and children is further emphasized, and the idea of God as a Father, the giver of good gifts, to whom we gladly render service, leads naturally to the Thanksgiving and Christmas spirit. It may be necessary to readjust some of the lessons, but any necessary change of order will not destroy the group, since each lesson stands by itself as a unit. A further effort is made in this series to intermingle the experiences of Jesus and those of the child. The story of historic events is a means to an end, namely, a social experience which will lead the child to feel through his own experiences, which he compares with those of Jesus, the common life of boy and boy, Jesus and himself. This social experience should lead, as the lessons proceed, to an earnest desire to grow great and strong with Jesus. This group of lessons will carry but a little way along the path suggested, but at least it may help the child to face in the right direction.

Because every child has a consuming interest in a journey with mother and father and because the path of the journey of Jesus to Jerusalem lay through scenes which would recall many stories told him by his parents, this journey is chosen as a sort of thread upon which to hang the separate stories.¹ The sense of locality in children, however, is slight, and the geographical element must not be too greatly emphasized. It is simply a slight device designed to add to the social interest in Jesus alluded to above.

¹ We do not know whether Jesus went from Nazareth to Jerusalem by the East or the West Jordan route. The West route is merely assumed here, hence another reason for not emphasizing the geographical element.

LESSON V

A Loving Father—a Grateful Son

AIM OF THE LESSON

To suggest the ordinary tokens of affection between a father and a son in whom he is pleased, and to present the son in turn displaying similar affection toward his old father.

PREPARATION OF THE LESSON

Read with care the entire story of Joseph contained in Gen., chaps. 37, 39-50. You will perhaps think that this is too great a task for the preparation of one lesson, but you can never tell a part of the story of Joseph with full force and with all its coloring unless you know the story well from beginning to end. Notice all the touches of Egyptian color and use them correctly. It is worth while to read the article on Joseph in the Bible dictionary, and to find whatever you can in regard to conditions in Egypt during the residence of Joseph, not because you can give any appreciable amount of this to the children but because it gives you in your own mind a background from which to draw your material.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—“*The earth is hushed in silence.*” (For words and music see p. 203)

Informal Conversation—

Leader and Children: Let the children talk about journeys. Give them an opportunity to tell something of journeys on which they have been. Let them describe the process. Was it a journey on the steamcars, on the streetcars, carriage, stagecoach, or on foot, or in an automobile? Let them discuss the preparations for such a journey, the lunch, the hand-bag, and such other experiences in connection with it as they have had. Let them then talk about things that they saw on the way. There is so much to introduce in this conversation that great care must be taken not to make it too long, and

to touch lightly upon each of these things. Suggest that perhaps Jesus with whom we have been having such a good time Sunday after Sunday may have gone on journeys too. Perhaps we can find a story about that later.

Song—(Suggest this as a good song for a journey.) (For music see p. 204)

Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true;
Show me what I ought to do.

When I'm tempted to do wrong,
Make me steadfast, wise, and strong;
And when all alone I stand,
Shield me with thy mighty hand.

When in danger make me brave;
Make me know that thou canst save,
Keep me safe by thy dear side;
Let me in thy love abide.

Prayer—

Teacher: Dear Father, each day as we children take our little journeys from home to school and from school to home, and about the streets, help us as we go to see thy beautiful work all about us, and to do our best to make our work perfect like thine.

Song—(Introduce this song by a word about the harvests and the approaching feast day.) (For music see p. 220)

Come, ye thankful people, come,
Raise the song of Harvest-home;
All is safely gathered in,
Ere the winter storms begin.
God, our Maker, doth provide
For our wants to be supplied;
Come to God's own temple, come,
Raise the song of Harvest-home.

All the world is God's own field,
Fruit unto his praise to yield;
Wheat and tares together sown,
Unto joy or sorrow grown:
First the blade, and then the ear,
Then the full corn shall appear:
Lord of harvest, grant that we
Wholesome grain and pure may be.

Text Exercise—

The texts from the preceding series are equally useful in this series. The following may be added slowly, or, if you prefer, all at once by assigning them to different children for memorizing. These texts will suffice for this series and the next as well:

Rom. 6:23: The free gift of God is eternal life.

John 3:16: God so loved the world, that he gave his only begotten son, that whosoever believeth on him, should not perish, but have eternal life.

Matt. 10:8b: Freely ye received, freely give.

John 8:32: Ye shall know the truth, and the truth shall make you free.

Matt. 10:42: And whosoever shall give to drink unto one of these little ones, a cup of cold water only, . . . he shall in no wise lose his reward.

John 4:14: Whosoever drinketh of the water that I shall give him, shall never thirst.

Acts 3:6: Silver and gold have I none, but what I have that I give thee.

Acts 20:35: It is more blessed to give than to receive.

II Cor. 9:7b: God loveth a cheerful giver.

Eccl. 12:1a: Remember also thy Creator in the days of thy youth.

Ps. 107:1: O, give thanks unto Jehovah, for he is good.

Luke 2:52: And Jesus advanced in wisdom and stature, and in favor with God and man.

Ps. 33:12a: Blessed is the nation whose God is Jehovah.

Song Text—

(For music see p. 251)

Let the people praise thee, O God,
Let all the people praise thee;
O let the nations be glad and sing for joy,
Sing for joy.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

In Jesus' country people who were not rich did not often ride when going on a journey. They rode on donkeys if they rode at all, but perhaps in a whole family there was just one donkey. Now if Jesus and his mother and father were going on a journey, who do you think would be the one to ride on that donkey? Would it be the strong boy or the man or the mother? Jesus did go on a journey when he was twelve years old, and it was a great journey, not far, less than 80 miles, but it took four days to walk from Jesus' home to the great city of Jerusalem. When Jesus was a little boy all the Hebrew boys were taken to Jerusalem when they were twelve or thirteen years of age. They were taken there because, according to their religion, a boy of twelve years old was ready to decide for himself what was right and wrong, for he had learned the law so carefully in school that he knew it and could obey it.

When he was about twelve years old, Jesus went to Jerusalem where, in the

great temple which we shall learn more about by and by, he was received by the priests and counted a member of the Hebrew church. You can easily see that this was a great journey for Jesus. We feel sure that he must have felt almost like a man as he walked along by his father's side, perhaps taking turns with his father leading the donkey on which his mother rode, and thinking that when he came back over that way he would be a man of the Law, just like his father and just like all the men he knew at home. This was a long journey for a boy walking all the way for three long days up hill and down hill, across the valleys, fording the little streams, stopping for rest under some spreading tree and waiting while the sun went low in the west, eating the lunch and then up again and walking on far into the evening when it was cool and pleasant. There was plenty of time to talk and plenty of time for stories about the places on the way. I wonder if you would like to hear some of the stories that Jesus may have heard on the way to Jerusalem.

There was one place which Jesus and his parents came upon, about a day's journey from his home. It is right among the hills and not very far across a little river. We are not sure but Jesus may have spent the night there. At all events it would make him think of a beautiful story about another boy which his mother had told him. Perhaps she told him the story again as they rested after their long day of walking. The boy's name was Joseph and that was one reason why Jesus liked this story, because his father's name was Joseph.

Tell here the story about Joseph and his father's gift of a coat, emphasizing the father's affection and the pleasure of Joseph in receiving this token of love. Raise the question, Is it only fathers who give things to their sons? Do sons sometimes give things to fathers, and love their fathers just as fathers love their sons? Jesus would have said, "Yes, surely," for he knew some more of the story of Joseph. He knew how Joseph went with his coat of many colors to take a message to his brothers, and how his brothers were angry because they thought their father loved Joseph better than he loved them, and how they put him in a pit and were going to

leave him to die when they changed their minds and decided to sell him for a slave to some merchants who were passing by on their way to Egypt. He knew how, many years afterward, when there was a great famine in Jacob's land and all the brothers were sent down to Egypt to buy corn to make bread with, Joseph was there, a grown man, a great prince in Egypt. Would you like to have me read to you just a little bit of the story of how Joseph made himself known to his brothers, and sent them home for their father?

Read here simplifying and abbreviating where necessary Gen. 45:1-15, adding very briefly the suggestion of the king's generosity and of the coming of Jacob and his instalment in the land. Raise the question, Whose gift was the greater, Jacob's gift of a coat to his little boy or Joseph's gift of riches and a home to his father Jacob? Did Joseph love his father more than his father loved him as a little boy? Does it make any difference how large a gift is if it just means love?

Jesus did not need to read this story as we do. He knew it every word.

Did he wonder sometimes if Joseph was afraid when his brothers put him in the pit and did he think "When I grow to be a man I am going to be like Joseph and take care of Father and Mother?"

Song—

(For music see p. 218)

But the Lord is mindful of his own
 He remembers his children.
 But the Lord is mindful of his own
 The Lord remembers his children,
 Remembers his children.
 Bow down before him, ye mighty,
 For the Lord is near us!
 Bow down before him, ye mighty;
 For the Lord is near us!
 Yea, the Lord is mindful of his own,
 He remembers his children.

Group Work—

Group Teachers and Children: Let the children talk about the love gifts of their own parents, and speculate as to what they will do in return when they are grown up.

Turn their thoughts to the love gifts of God. Perhaps they may suggest also what they will do for God when they are men and women.

Give out the pages and let them color according to their own fancy the oriental coat which will remind them of the story of Joseph and his father.

Song—“*From the bright blue heavens.*” (For words and music see p. 228)

Birthday Offering and Welcome to New Pupils—

Song—“*Praise ye the Father.*” (For words and music see p. 209)

Closing Sentences— (See p. 11)

LESSON VI

A Great Anniversary

AIM OF THE LESSON

The aim of this lesson is to lead by two lines of thought to the coming Thanksgiving season, first, by dwelling upon celebrations of anniversaries in general, and second, by suggesting a spirit of thankfulness for great good received and enjoyed—this time the abundance received from God to whom thanks are due.

PREPARATION OF THE LESSON

If you have already used a previous volume of *Child Religion in Song and Story*, you will perhaps be surprised that the Exodus from Egypt is again chosen as the basis for a story in connection with the Thanksgiving feast. You will recall, however, that in this first book the lesson is given upon Thanksgiving Day simply as an historic occasion when special thanksgiving was appropriate. In this series, the emphasis is only secondarily upon the occasion and primarily upon the recurring *anniversary* of this deliverance, to the celebration of which Jesus was going with his parents to Jerusalem. In preparing for the general work of the day keep this anniversary thought in mind. As preparation for the story, study the conditions in Egypt as found in the first chapter of Exodus and the results related in the following chapters, 2 to 15. In order to make a story which is well proportioned it will be necessary to give this material a great deal of study. The tendency is to emphasize too much the plagues, because of the thrilling character of the material and the large amount of space given to them in the narrative. It is better to omit them almost entirely or to dismiss them with a few words in order that the impression in the child's mind may be of the persecution and the wonderful escape.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The bells are sweetly ringing." (For words and music see p. 203)

Informal Conversation—

Leader and Children: Draw from the children suggestions of events which we celebrate, and why we celebrate them. Do not ignore the birthdays, for to many children these are the most important celebrations of the year. See that they recall the birthdays of Washington, Lincoln, and Jesus, the Fourth of July and any local anniversaries with which they may be especially familiar. Suggest the annual Thanksgiving and set the children to hunting up some reason besides the mere fact of the autumn season for our celebrating such a day. Leave them to think about it for two Sundays previous to Thanksgiving.

Song—

(For music see p. 220)

Come, children, lift your voices,
And sing with us today,
As to the Lord of Harvest
Our grateful vows we pay.
We thank thee, Lord, for sending
The gentle show'rs of rain;
For summer suns which ripen'd
The fields of golden grain.

Chorus:

Come, children, lift your voices,
And sing with us today,
As to the Lord of Harvest
Our grateful vows we pay.

Come join our glad procession,
As onward still we move,
Rejoicing in the tokens
Of God our Father's love.
All good in his creation,
All beautiful and fair,
Birds, insects, beasts, and fishes
Our harvest gladness share.

(Chorus);

May we by holy living
Thy praises echo forth,
And tell thy boundless mercies
To all the list'ning earth;
May we grow up as branches,
In him, the one true vine,
Bear fruit to life eternal,
And be forever thine.

(Chorus)

Prayer—

Leader: Our Father, we thank thee for all the birthdays, for all the good times which we have, for all the good things in this beautiful world. Accept our thanks, dear Father, and let us prove our gratitude by doing each day such things as please thee. In Jesus' name we ask it. *Amen.*

Psalm 100. All:

Make a joyful noise unto Jehovah, all ye lands,
 Serve Jehovah with gladness:
 Come before his presence with singing.
 Know ye that Jehovah, he is God:
 It is he that hath made us, and we are his;
 We are his people, and the sheep of his pasture
 Enter into his gates with thanksgiving,
 And into his courts with praise;
 Give thanks unto him, and bless his name,
 For Jehovah is good: his loving-kindness endureth forever,
 And his faithfulness unto all generations.

Song—

(For music see p. 222)

We plough the fields and scatter
 The good seed o'er the land;
 But it is fed and watered
 By God's almighty hand.
 He sends the snow in winter,
 The warmth to swell the grain,
 The breezes and the sunshine,
 And sweet refreshing rain.

Chorus:

All good gifts around us
 Are sent from heav'n above;
 Then thank the Lord,
 O thank the Lord for all his love.

He only is the maker
 Of all things near and far;
 He paints the wayside flower
 He lights the ev'ning-star;
 The winds and waves obey him,
 By him the birds are fed;
 Much more to us, his children,
 He gives our daily bread.

(Chorus)

We thank thee, then, O Father,
 For all things bright and good,
 The seed-time and the harvest,
 Our life, our health, our food;
 Accept the gifts we offer,
 For all thy love imparts,
 And, what thou most desirest,
 Our humble, thankful hearts.

(Chorus)

Text Exercise—

(For texts appropriate to this service see p. 30)

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: I wonder if in Jesus' time there were any anniversary feasts. Perhaps his birthday, although the *world* never celebrated his birthday until hundreds of years after he was dead. We have been talking about a journey which Jesus took from his home to the city of Jerusalem, and we remember that he was going to Jerusalem to be welcomed by the priests and learned men in the church at Jerusalem as a son of the Law. But there was another reason why Jesus was going to Jerusalem at just this time. It was the beautiful springtime. Always people have been glad and happy at the return of the spring. But there was a greater reason than this for the Hebrew people to be happy at this time, for something very wonderful had been given to them in the springtime, almost two thousand years before Jesus was born. Every year as the spring came around, people from all over the country went traveling down to Jerusalem from the north and up from the south, and from the east and west, to have a great festival and to celebrate the wonderful thing that happened to them so many years before.

So Jesus had something besides himself to think about as he traveled on, walking mile after mile toward the great city. He could think about the great crowds of people who would be there, and the rejoicing, and all the many things which would happen in the great temple or church at Jerusalem. But sometimes he would surely think of the stories which his mother and father had told him of the great gift of God to the Hebrew people two thousand years before. Do you want to hear about that story?

Do you know what it is to a slave? We have heard of slaves. (Explain here very simply what it means to be a slave, and how the greatest gift possible to a slave would be his freedom.) Tell now the story of the Exodus from Egypt and the crossing of the Red Sea. Perhaps the following outline may help you in organizing your story: The land of Egypt; the Pharaoh

with his fears; the Hebrew people in slavery, thinking that God had forgotten them, and that he had no power in the land of Egypt; Moses; the Hebrew shepherd in the land of Midian, with God's voice in his heart calling him to save his people; Moses' return, and repeated appeals to Pharaoh, followed by Pharaoh's continued refusal and increased oppression; God's answer to Pharaoh, in the plagues; the last great "sign," and the terror in Egypt; the hurried supper and flight; the pursuit of Pharaoh; the terror of the people; the great deliverance.

As Jesus thought about this wonderful story and about the wonderful God who had so saved his people would he not be all the more anxious to reach Jerusalem where he might with all the thousands of people there join his voice to theirs in songs of thanksgiving. Let us sing some of the very words which may have come into Jesus' mind as he thought of how good God had been to his people.

Song Text—

(For music see p. 251)

Let the people praise thee, O God,
Let all the people praise thee;
O let the nations be glad and sing for joy,
Sing for joy.

Group Work—

Group Teacher and Children: Discuss with the children our coming anniversary and what it celebrates historically.

Give out the page with a portion of Psalm 95 upon it. Let the children read the verses. Talk about them so that they will get the sense of it as fully as possible. Let them now study the border and discover under your guidance that the products represented are the provisions for the future, the wheat is the staple food for human beings, the corn the chief food for the larger animals, for poultry, and the nuts for the wild squirrels and woods-folk, and the vegetable the one which forms our chief winter supply.

Let these facts add breadth to the approaching Thanksgiving anniversary which is not only for past blessings, and present necessities, but for future good already provided for.

Have the children read with you the Psalm from their notebooks as *their* expression of thanksgiving.

All: Oh come let us sing unto Jehovah;
Let us make a joyful noise to the rock of our salvation
Let us come before his presence with thanksgiving,
Let us make a joyful noise unto him with psalms.
For Jehovah is a great God,
And a great king above all gods.
In his hand are the deep places of the earth;
The heights of the mountains are his also.
The sea is his and he made it.
And his hands formed the dry land.
Oh come let us worship and bow down;
Let us kneel before Jehovah our maker:
For he is our God,
And we are the people of his pasture, and the sheep of his hand.

Song—“*But the Lord is mindful of his own.*” (For words and music see p. 218)

Birthday Offering and Welcome to New Pupils—

Song—“*Can a little child like me?*” (For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON VII

Resting by the Well

AIM OF THE LESSON

The aim of this lesson is to carry the thought of the children to the pride and joy which Jesus as a boy felt in his home land. Too young to feel deeply the political distress of his country he could look with unalloyed joy upon the beautiful fields, towering hills, and vine-clad terraces. Although children find it difficult to express such large ideas as patriotism, one looking back on his own experience will easily recall that there were often deep emotions stirred by thoughts of our country, our flag, our native land, etc. We should not make the mistake of thinking that because children do not express all that is within them, they do not therefore have emotions and appreciation beyond their ability to express. From this train of thought the children will also pass to the thought of sharing the good of the land, a thought to be further developed in the next lesson.

PREPARATION OF THE LESSON

Study the story of Abram as contained in Gen. 12:1-9 and in Gen., chap. 13. Look up in the Bible Dictionary the article on "Wells."

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence." (For words and music see p. 203)

Informal Conversation—

Leader and Children: Raise the question of thirst. Let the children talk about the discomfort of thirst, the necessity of water to maintain life in animals, plants, and people alike, the way in which *we* get water to drink, leading back

to the old method of securing water from a family well. Call attention to the fact that in most countries the necessity is abundantly met, in the water for which we have only to dig in the earth or to take from the streams. Suggest that if we were taking a long, long walk, the thing we would like most to find would be a place where we could get a good drink of water. This is one of the provisions of the Heavenly Father. May we thank our Father for this by doing what we can for him.

Song—

(For music see p. 217)

(When singing the chorus for the last time, let the children bow their heads and sing very softly)

Can a little child like me,
Thank the Father fittingly?
Yes, oh yes! be good and true,
Patient, kind in all you do;
Love the Lord, and do your part;
Learn to say with all your heart:

For the fruit upon the tree,
For the birds that sing to thee
For the earth in beauty drest,
Father, mother, and the rest;
For thy precious, loving care,
For thy bounty ev'rywhere,

Chorus:

Father, we thank thee!
Father, we thank thee!
Father in heaven, we thank thee!

For the sunshine warm and bright,
For the day and for the night;
For the lessons of our youth,
Honor, gratitude, and truth;
For the love that met us here,
For the home and for the cheer,

For our comrades and our plays,
And our happy holidays;
For the joyful work and true,
That a little child can do;
For our lives but just begun;
For the great gift of thy Son,

(*Chorus*)

(*Chorus*)

Psalm 95: 1-6. *All:*

Oh come let us sing unto Jehovah;
Let us make a joyful noise to the rock of our salvation
Let us come before his presence with thanksgiving,
Let us make a joyful noise unto him with psalms.
For Jehovah is a great God,
And a great king above all gods.
In his hand are the deep places of the earth;
The heights of the mountains are his also.

The sea is his and he made it.
 And his hands formed the dry land.
 Oh come let us worship and bow down;
 Let us kneel before Jehovah our maker:
 For he is our God,
 And we are the people of his pasture, and the sheep of his hand.

Song—

(For music see p. 220)

Come, children, lift your voices,
 And sing with us today,
 As to the Lord of Harvest
 Our grateful vows we pay.
 We thank thee, Lord, for sending
 The gentle show'rs of rain;
 For summer suns which ripen'd
 The fields of golden grain;

Chorus:

Come, children, lift your voices,
 And sing with us today
 As to the Lord of Harvest
 Our grateful vows we pay.

Come join our glad procession,
 As onward still we move,
 Rejoicing in the tokens
 Of God our Father's love.
 All good in his creation,
 All beautiful and fair,
 Birds, insects, beasts, and fishes
 Our harvest gladness share.

(Chorus)

May we by holy living
 Thy praises echo forth,
 And tell thy boundless mercies
 To all the list'ning earth;
 May we grow up as branches,
 In him, the one true vine,
 Bear fruit to life eternal,
 And be forever thine.

*(Chorus)***Text Exercise—**

(For appropriate texts see p. 30)

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall the journey which we are making with the boy Jesus, walking the long distance from his home, over the mountains, through the valleys, and across the rivers to the great city where the festival is to be. Picture the dusty road, the sun beating down upon the heads of the travelers, resting

sometimes where a great tree offered its shade, quenching thirst by draughts from the skin of water which they carried with them, water warm and flat-tasting, and giving little relief to the thirsty travelers. Then suggest the arrival at the well of Jacob, a little off from the beaten road, known to Joseph and Mary as a place where clear, cold, bubbling water could be had in plenty, where they could drink and rest and fill their water-skin and go on their journey refreshed and strengthened. Describe an oriental well, about one hundred feet deep, broad at the mouth, lined with rough stones. Suggest the women coming with their water-jars and talking with the travelers, asking questions about the things which were to happen in Jerusalem, while they sat down to rest and wait for the day to grow cooler. Then as Jesus sits by the well and looks out over the country, suggest the feeling of pride and joy which came into his heart as he thought that it was his country, and as he remembered how it came to be his country, for his mother had told him the story many times. Tell now the story of Abraham coming to Canaan, as described in Gen. 12:1-9. Suggest that in the land of Jesus there were not many places where water was plenty, and where great flocks of sheep and oxen could have enough to drink, so when Abraham came to the land, first of all he must make a well so that there would be plenty of water for himself and his family, and for all the animals. If he moved on to another part of the country then he must make another well. Only on the plains down near the seashore were there streams which kept the land moist, and which provided water without the wells. Follow now with the story of Abraham dividing the land with Lot, in chap. 13, and then with the promise of Jehovah that the whole land should belong to Abraham and to his children and to his grandchildren and to his great-grandchildren forever and ever.

As Jesus sat by the well and heard the bubbling of the water and the trickling down the sides of the well as the women filled their jars, perhaps it seemed to say to him, "This is your land and these are your people. I have given this land to you forever and ever," and in his heart he replied, "And I will share it with all the world."

Song—

(For music see p. 222)

We plough the fields and scatter
 The good seed o'er the land;
 But it is fed and watered
 By God's almighty hand.
 He sends the snow in winter,
 The warmth to swell the grain,
 The breezes and the sunshine,
 And sweet refreshing rain.

Chorus:

All good gifts around us
 Are sent from heav'n above;
 Then thank the Lord,
 O thank the Lord for all his love.

He only is the maker
 Of all things near and far:
 He paints the wayside flower
 He lights the ev'ning-star;
 The winds and waves obey him,
 By him the birds are fed;
 Much more to us, his children,
 He gives our daily bread.

(Chorus)

We thank thee, then, O Father,
 For all things bright and good,
 The seed-time and the harvest,
 Our life, our health, our food;
 Accept the gifts we offer,
 For all thy love imparts,
 And what thou most desirest,
 Our humble, thankful hearts.

(Chorus)

Group Work—

Group Teachers and Children: Suggest that we as well as Jesus have a country of our own. Are all the people who live in it Americans? Let the children name foreign children if they know any and suggest how they came to be in our country. Was it to make a home that these foreigners came? If so are we ready to share our land with them? Shall we share generously as Abraham did? Call attention to the fact that the text which we are to illuminate may serve for our Thanksgiving Day text. Why do we have an anniversary feast at Thanksgiving Day? Do not answer. Leave the children to find out. Let them illuminate the text.

Song—"Come ye thankful people, come."

(For words and music see p. 220)

Birthday Offering and Welcome to New Pupils—

Song—"But the Lord is mindful of his own."

(For words and music see p. 218)

Closing Sentences—

(See p. 11)

LESSON VIII

Our Anniversary, Thanksgiving Day

AIM OF THE LESSON

The aim of this lesson is to lead the children to feel a great joy and pride in their own country, and in the fact that this is in a peculiar sense God's country, having come into possession of the people through the providence of God, when they were seeking a place where they might safely and freely worship him.

PREPARATION OF THE LESSON

Only a suggestive outline is given for your story and you must read as you can of the fortunes of the Pilgrim Fathers and make a story which will interest the children. It will not be a difficult story for your imagination will fill in much, your knowledge of geography, ocean experiences, and what you can gather of early life in the Colonies will give you material for a fascinating story. Consult histories of America and American history story-books for stories of the Colonies.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

Leader and Children: It is to be hoped that you have looked forward to this day and made provision for some special expression of thanksgiving by the children, in the form of contributions of food or money or pleasure to those less fortunate than themselves. If this is the case then your conversation is provided for by reference to these things. If however you live in a community

where such work is not necessary, your conversation may still turn upon the day and the children can help you to build a series of reasons why we have the day and how we may best celebrate it.

Song—*Praise ye the Father.*

(For words and music see p. 209)

Prayer—

Leader: "Shall we thank our Father?"

All: "Our Father in heaven, we praise thy name, we give thanks to thee, we glorify thee for thy great goodness, to us and to all men." *Amen.*

Song—

(For music see p. 220)

Come, ye thankful people, come,
Raise the song of Harvest-home;
All is safely gathered in,
Ere the winter storms begin;
God, our maker, doth provide
For our wants to be supplied;
Come to God's own temple, come,
Raise the song of Harvest-home.

All the world is God's own field,
Fruit unto his praise to yield;
Wheat and tares together sown,
Unto joy or sorrow grown:
First the blade, and then the ear,
Then the full corn shall appear:
Lord of harvest, grant that we
Wholesome grain and pure may be.

Text Exercise—For texts appropriate to this series see p. 30.

Song Text—

(For music see p. 251)

Let the people praise thee, O God,
Let all the people praise thee;
O let the nations be glad and sing for joy,
Sing for joy.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: The following outline (vary it in any way otherwise, but end with the thanksgiving) will form a basis upon which to build your story: The mandate of Queen Elizabeth (the Act of Uniformity) the persecutors of the Nonconformists; their escape to Holland after many mishaps; uncomfortable, poor, and among foreigners, they long for a land of their own; decision to come to America where one or two expeditions have preceded them; conditions in America, dangers, difficulties, etc.; crossing the sea

in the "Mayflower," the companion ship being sent back as unseaworthy; hardships of the voyage; Sunday on shipboard at anchor after the reconnoitering of Miles Standish on the mainland; joy in liberty to worship God and possession of a free country; the first Thanksgiving in 1621;

Amidst the storm they sang,
And the stars heard and the sea,
And the sounding isles of the dim woods rang
To the anthems of the free.

Song—

(For music see p. 222)

We plough the fields and scatter
The good seed o'er the land;
But it is fed and watered
By God's almighty hand.
He sends the snow in winter,
The warmth to swell the grain,
The breezes and the sunshine,
And sweet refreshing rain.

Chorus:

All good gifts around us
Are sent from heav'n above;
Then thank the Lord,
O thank the Lord for all his love.

He only is the maker
Of all things near and far:
He paints the wayside flower
He lights the ev'ning-star;
The winds and waves obey him
By him the birds are fed;
Much more to us, his children,
He gives our daily bread.

(Chorus)

We thank thee, then, O Father,
For all things bright and good,
The seed-time and the harvest,
Our life, our health, our food;
Accept the gifts we offer,
For all thy love imparts,
And what thou most desirest,
Our humble, thankful hearts.

(Chorus)

Group Work—

Group Teachers and Children: The children will be pleased to find in their group work a picture of the ship which might have been the "Mayflower" and to color it, to name it, etc. In addition to the sheet for coloring will be found another containing the poem, "On a Stern and Rockbound Coast." Let the children read this with you and comment upon it as they go on. Let

them count back from themselves to the generation to which the Pilgrim Fathers belonged and see how many grandfathers back it was. Let them imagine the conditions of the part of the country where they live in those days and lead them at the last to feel deeply grateful for their country and for the kind Providence which brought to its shores a band of people who started the young country in the right way, so that it might grow into a safe and happy Christian land, such as ours is.

Song—“*My country, 'tis of thee.*”

(For words and music see p. 226)

Birthday Offering and Welcome to New Pupils—

Song—“*Come, children, lift your voices.*”

(For words and music see p. 220)

Closing Sentences—

(See p. 11)

SERIES III

A JOURNEY WITH FATHER AND MOTHER (*Continued*)

In the preceding series of four lessons, the pupil has been carried up to the thought of the great gifts of God enjoyed by himself, and by his countrymen. The lessons of this series will serve as a complement to the preceding series, directing the thought of the child to the sense of gratitude and joy which leads to gifts to God and to men, culminating in the Christmas lesson, a celebration of the birthday of Jesus. The whole effort of the teacher in this season should be to emphasize giving, rather than receiving, until when the Christmas season arrives the children will have so dwelt upon the thought of giving that their joy in Christmas will at least combine the joy of giving with the joy of receiving, and perhaps will go so far as to render the former the chief joy of the season.

The orientation of this series is still the journey from Nazareth to Jerusalem.

LESSON IX

A Mother's Gift

AIM OF THE LESSON

The aim of this lesson is to emphasize the love to God which led Hannah in deepest gratitude for the gift of her son to give him to God in service. A secondary element is the faithful service of the boy.

PREPARATION OF THE LESSON

Read the story of the boy Samuel and of the conditions at Shiloh in the days of Eli as recorded in I Sam., chaps. 1-4. Read also articles on "Tabernacle," "Ark," "Shiloh," "Hannah," "Samuel," in the Bible Dictionary.

Create in your own mind a vivid picture of Samuel's home and his daily life at Shiloh.

It will be noted by those who have used the former volume of *Child Religion* that this story was used in that volume, and it would be well to read from it Lesson 2, and note that the emphasis there is upon a very different ethical theme. It should be remembered that the children love to hear a story which they have heard before, provided it is not told too frequently. No apology is therefore necessary for using stories already used in the preceding year. It would, in fact, be far better if we could use more of them, but the *teacher* would feel the monotony, and perhaps not do her best work if too much old material were presented.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Can a little child like me?"

(For words and music see p. 217)

Informal Conversation—

Leader and Children: Refer again to the question of babies in the family and to the joy of the coming of the little one. Let the children discuss the question as to whether they like the babies in their own families better than any other babies. Raise the question as to whether mother likes her baby better than any other baby. Let the children try to decide whether mother would be willing to exchange her baby for some other baby that they know. If so, why? If not, why? What would you think if you lived in a country and among a people who gave their babies to God? Would you think that they did not love their children or would you think that they loved God so much that they were willing to give even the baby to him? Does God love the baby? If the mother should give her baby to God would God take care of it?

Song—

(For music see p. 216)

There's naught I love so tenderly
 As you, my Mother dear,
 And thoughts of you they bring to me,
 The thoughts of God more near.
 I love him for the gift he gave,
 A gift I'd keep alway
 The dearest Mother in the world;
 She grows more dear each day.

Prayer—*All:* Sing softly with bowed heads.

(For music see p. 207)

Father, dear, I fain would thank thee
 For my long, refreshing sleep,
 And the watch that thou did'st keep,
 While I slumbered soft and deep,
 O'er thy child so lovingly,
 So lovingly.

All that I today am doing,
 Help me, Lord, to do for thee,
 May I kind and helpful be,
 Only good in others see,
 Try to serve thee faithfully,
 Serve thee faithfully.

Song—Introduce this song by a suggestion that we shall soon be celebrating the birthday of Jesus and will wish to sing some special birthday songs.

(For words and music see p. 250)

Holy night! silent night!
 All is calm, all is bright,
 Round yon Virgin mother and child;
 Holy infant tender and mild,
 Rest in heav'nly peace.
 Rest in heav'nly peace.
 Holy night! silent night!
 Wondrous Star, lend thy light!
 With the angels let us sing
 Hallelujah to our King!
 Jesus Christ is here!
 Jesus Christ is here!

Holy night! silent night!
 Guiding Star, lend thy light!
 See the eastern wise men bring
 Gifts and homage to our King!
 Jesus Christ is here!
 Jesus Christ is here!
 Holy night! silent night!
 Shepherds saw the wondrous light,
 Waked by angels' glorious strain:
 Peace on earth, good will to men.
 Christ is born indeed!
 Christ is born indeed!

Text Exercise—The texts for this series will be found under Lesson V, p. 30. Any texts appropriate to the spirit of giving may be added.

Song Text—

(For music see p. 226)

Behold I bring you good tidings,
 Good tidings of great joy.
 For unto you is born this day
 A Savior which is Christ the Lord.
 Unto you is born in the city of David,
 A Savior which is Christ the Lord.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall Jesus taking his little journey to Jerusalem with his mother and father. Let the children tell you something about the journey, the place where Joseph used to live, the well where the little party stopped for cooling drink. Jesus is now coming nearer to Jerusalem, and each hour brings thoughts of the great city and of the house of God which he is to visit. As the little party, now hourly growing larger, because of the many others going the same way, passes through a green valley, to the left of them on the high ground, about 20 miles before they come to the end of their journey is the site of the old house of God in Shiloh, the house where dwelt the little boy Samuel. Suggest how Jesus and his father and mother, walking along the dusty road, talked about that old tent-church at Shiloh, and recalled the story of Hannah and her son.

Ask the children if they would like to hear the story that Jesus thought about as he passed by the place where the old church had been hundreds of years before. This church was a tent and people did not worship in this tent as we worship in our churches. They thought that God was in the tent, behind the curtains, in the bright light which they could see shining over that part of the room. The people thought too that God liked to have sheep and goats and doves killed and burned on a sort of table or altar. They thought that he would hear the prayers of people if they came to this place to offer them, while perhaps if they prayed to him in their own homes far away he would not hear so well. The people came, therefore, often to this tent to offer up their prayers and there were priests there who burned for them the goat or sheep or dove which they brought to give to God. There were little boys there too who used to help the priests take care of the tent, scrape the ashes off the altar, keep the lights burning, and open the doors in the morning when the sun rose. These little boys lived all the time at the tent-church with the many priests, for they too were learning to be priests.

There was a good woman who came with her husband every year to Shi-

loh to worship God and to ask for the things which she wanted. Her name was Hannah. One thing she desired more than anything else in all the world, and that was a little baby boy, so when she came to Shiloh she knelt down and prayed long and with weeping, that God would give to her a little boy of her own. As she prayed she thought, "How grateful I would be to God if only he would give me a little son. I would love God so much that I would give God my baby, if only I might have it for a little while." Sure enough, by and by a little baby boy was born to Hannah. There never was a mother happier than Hannah. She could not do enough for the little baby. You know how well she took care of him because you know how well mother takes care of the baby; how careful she was that nothing should hurt him, and how she sat with him on her lap and sang to him, and thought what a great man he would be some day. But she did not forget her promise to God, for her heart was full of love to God for the gift of her little son, and she felt that in return she must make a great gift to Him. So when Samuel was old enough to leave his mother she took him up to the tent-church and left him with the kind old priest who was the head priest of all, saying, "Here is my boy, the boy that God gave to me. I am going to give him to God because I love God. I know that he will take care of my boy and you will teach him to love and serve God here in the tent-church." Do you think that Hannah went away and forgot her baby then? No, she came often to the tent-church and every year she brought him a new coat which she had woven and embroidered and made beautiful with her own hands, and every year she found her baby growing more fine and true-hearted and beautiful and full of courage, for Samuel thought, "My father and my mother have left me here to learn to serve God in his tent-church, and I must do it well."

Would you like to hear a story about something that happened to Samuel one night? Let me read it to you from a great story-book, from which Jesus had often read the story. (Read here, simplifying where necessary, I Sam. 3:2-6, 8-10.)

Do you think that as Jesus and his mother and father walked along the dusty way, Jesus' mother thought to herself, "How glad I am that God does not expect mothers *now* to give their boys away. How glad I am that I can have my boy with me, and that he can help the father in the shop, and help to take care of his brothers and sisters, and be *my* boy at home."

Song—

(For music see p. 204)

Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true;
Show me what I ought to do.

When in danger, make me brave;
Make me know that thou canst save;
Keep me safe by thy dear side;
Let me in thy love abide.

When I'm tempted to do wrong,
Make me steadfast, wise, and strong;
And when all alone I stand,
Shield me with thy mighty hand.

Group Work—

Review the story by letting the children impersonate the different characters and talk with each other in the dialogue of the story. Then let them discuss Hannah's gift—how much it cost her to make the sacrifice; how much she loved God. Give out the page with its border and let the children write the thing which they would like to give to God. Let this be natural and simple. If time permits let them follow by writing down the names of the members of their families and against each the thing which they would like to give to that one. Cast aside all limitations of possibility and let them dream as large things as they wish.

Song—"From the bright blue heavens."

(For words and music see p. 228)

Birthday Offering and Welcome to New Pupils—

Song—"Praise ye the Father."

(For words and music see p. 209)

Closing Sentences—

(See p. 11)

LESSON X

The Memory Stone

AIM OF THE LESSON

The aim of this lesson is to direct the children's thought again to the care and love of the Heavenly Father, and further to suggest the idea of an act done in memory of that care or in acknowledgment of it. Through this lesson a stimulus will be added to the thought of giving at the Christmas season, giving in memory of Jesus and of the great gifts of God.

PREPARATION OF THE LESSON

Read the story of Jacob and his journey to Padan-aram, Gen. 27:46—28:22. This story must be taken by itself as one of the many stories about Jacob not immediately following the preceding story of this chapter in chronological sequence, but one of the stories accounting for the marriage of Jacob, and leading up to the hard service of Jacob for Rachel. It is not necessary in this story to refer to the story of the birthright. It would be well to look up in the Bible Dictionary the words Bethel, Jacob, and pillar. It will be seen that the setting-up of a memorial stone in the place where men thought that God had spoken to them was a very common custom in ancient times, and that, unconsciously, we ourselves establish memorials as we go on through life, and associate with certain places or certain articles crises in our personal experience. This is a natural tendency and more natural even with children than with grown people, as is evidenced so often by the little phrase, "I give you this to remember me by."

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"When morning gilds the skies."

(For words and music see p. 240)

Informal Conversation—

Leader and Children: Let this conversation turn upon darkness and light, fear in the dark, fear of men, fear of beasts, and lead to the thought of the protection of father and mother and the protection of the Heavenly Father. Be careful not to suggest fears to the children, but to let the conversation lead to the banishment of fears and confident trust in parents and God.

Song—

(For music see p. 228)

From the bright blue heavens, with the
angels mild,
God, our loving Father, looks on ev'ry
child:
Lovingly he listens to each little pray'r;
Watches ev'ry footstep with a father's care.

With a father's kindness gives them daily
bread,
Shields from ev'ry danger ev'ry little head;
Tell all little children of this Father true;
Who will ne'er forsake them, if his will they
do.

Prayer—

All repeat (do not sing):

Father dear, I fain would thank thee
For my long, refreshing sleep,
And the watch that thou didst keep
While I slumbered soft and deep,
O'er thy child so lovingly.

Song—

(For words and music see p. 235)

(Introduce as another birthday song in preparation for Jesus' birthday.)

We three kings of Orient are;
Bearing gifts, we traverse afar
Field and fountain, moor and mountain,
Following yonder Star.

Chorus:

O Star of wonder, Star of night,
Star with royal beauty bright,
Westward leading, still proceeding,
Guide us to thy perfect light.

Born a King on Bethlehem plain,
 Gold I bring to crown him again;
 King forever, ceasing never,
 Over us all to reign.

(Chorus)

Glorious now behold him arise,
 King and God and sacrifice;
 Heaven sings "Hallelujah!"
 "Hallelujah!" earth replies.

(Chorus)

Text Exercise—

For appropriate texts see p. 30.

Song Text—

(For music see p. 226)

Behold I bring you good tidings,
 Good tidings of great joy;
 For unto you is born this day,
 A Savior which is Christ the Lord!
 Unto you is born in the City of David
 A Savior which is Christ the Lord!

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall Jesus taking his little journey to Jerusalem with his mother and father. Let the children recall some of the stories that Jesus heard as a boy, some of the places where Jesus used to play, some of the places where he stopped on his journey to Jerusalem. Let them realize now that Jesus is coming nearer and nearer to the city of his destination, that his thoughts are centering more and more upon the great church which he is to visit and upon God who is worshiped there. In the nights out under the stars he had thought often of the care of God and had gone quietly to sleep, sure that his parents and his Heavenly Father were able to keep him safely in the darkness.

On the last day before the company reached Jerusalem, they passed through a little town, the name of which to Jesus' ear would have a peculiar significance—Beth-El, in the language of Jesus the "House of God." It may easily be imagined that as Jesus passed through this town the story of how the town got its name would come to his mind as a story often told him by his mother. Suggest this thought to the children and lead them to wish to hear of the naming of this place.

Long, long ago, one of God's children, Jacob, was going away from his home. His father and mother wanted him to go on a long journey to another land to see his uncle, and perhaps to live for a long time in a strange country. Jacob did not know, as we know, that God was everywhere, and could be with him in the far-away country as at home, and perhaps he was just a little bit afraid to go so far. Perhaps when he lay down on the ground at night and looked up at the stars he felt very lonely and wished that he were at home again. It happens that just the spot where stood the little town of Bethel was the spot where Jacob lay down to sleep one night on his long journey to the far country. Was he particularly lonely that night, and was that the reason why he dreamed? Stop here a moment to let the children tell you of their own dreams, but only a moment. Then tell as effectively as you can the story of Jacob's dream, omitting however the thought of verse 17, which, while natural to one having the thought of God which Jacob had, is out of harmony with the children's conception of God as a loving, protecting Father. Let your story lead up with emphasis to the grateful act of Jacob in the early morning when he placed in this spot where God had so comforted him a stone, which would remind him whenever he passed that way of all that God had done for him. Suggest that all other people seeing that stone there might also think that it meant that God had spoken to someone there, and so by and by the town came to be called the House of God, Beth-El.

Do you not think that this story would be sure to come into the mind of Jesus as he passed on his way to the great house of God at Jerusalem, and do you not think that he might say to himself, "What can I do in memory of all that my Heavenly Father has done for me?" Do you suppose that Jesus ever thought then that some day all the world would be setting apart a day in memory of *him*, a day in which we give tokens of love to all our friends, a day in which we receive gifts which will remind us of the love that is in the world, a day to remind us of Jesus, the greatest man who ever lived, because he gave most to the world?

Song—

(For music see p. 250)

Holy night! silent night!
 All is calm, all is bright,
 Round yon Virgin mother and child;
 Holy infant tender and mild,
 Rest in heav'nly peace.
 Rest in heav'nly peace.

Holy night! silent night!
 Wondrous Star, lend thy light!
 With the angels let us sing
 Hallelujah to our King!
 Jesus Christ is here!
 Jesus Christ is here!

Holy night! silent night!
 Guiding Star, lend thy light!
 See the eastern wise men bring
 Gifts and homage to our King!
 Jesus Christ is here!
 Jesus Christ is here!

Holy night! silent night!
 Shepherds saw the wondrous light,
 Waked by angels' glorious strain:
 Peace on earth, good will to men.
 Christ is born indeed!
 Christ is born indeed!

Group Work—

Group Teachers and Children: Let the children review the notebooks and select all the pages which in any way suggest gifts, of God or of parents. Let them decide whether they would rather give or receive and help them if possible to color, not merely mechanically, but with feeling and interest, the text on the new page.

Song—“*Away in a manger.*”

(For words and music see p. 229)

Birthday Offering and Welcome to New Pupils—

Song—“*Can a little child like me?*”

(For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON XI

A Great Visit in a Great City

AIM OF THE LESSON

To suggest the thought of service to the Heavenly Father, and to increase the interest and joy of children in association with Jesus in his visit to the city and to the temple.

The children for whom these lessons are intended are too young to experience themselves the actual dedication of life to the service of God, for that experience comes normally after the period of adolescence begins. There is no reason why the thought of such dedication, and the observance of the outward symbol of it, in the reception of older children into the church membership should not make a strong impression upon the little child, and lead him to look forward to the time when he too shall take upon himself the responsibility of the church life.

PREPARATION OF THE LESSON

Read the story of Jesus' journey to Jerusalem, and his visit to the temple contained in Luke, chap. 2 and also all that you can find concerning Jerusalem and the temple. Here again it will be remembered that the same material is used in Lesson 13 of the earlier volume, but in that lesson it was necessary to emphasize much which the child, using this second series, has already gathered from previous lessons, such as data concerning the life of Jesus in his home, the things which he lived with and thought about, and his attitude toward his own parents, and toward God the Father. Your approach to this lesson has been already created for you in the preceding Sundays in which the children have been with Jesus on his journey.

ORDER OF SERVICE AND PREPARATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"When morning gilds the skies."

(For words and music see p. 240)

Informal Conversation—

Leader and Children: Let this conversation suggest to the children first the many evidences of God's care and interest in the out-of-doors of the country, the growing things, grass, trees, flowers, the soft snow covering them in the winter in the cold climates, the country roads easy for the horses to travel upon, the broad pastures where the cattle may feed, the corn and wheat fields where bread is in the making for millions of people. Then raise the question, How is it in the city? Are we as sure that God is there as that he is in the country? Let the children discuss reasons for it. Raise the question of working for God. What is it? If one wanted to work for God could he do it as well in the country as in the city, or in the city as well as in the country? It is not intended that this conversation should be followed with any exactness, but adapted wholly to the local conditions, the aim being to carry the thought of the children with Jesus into the *city* of Jerusalem where God was as manifest to him as in the beautiful country through which he had been traveling.

Song—

(For music see p. 230)

Why do bells for Christmas ring?
Why do little children sing?
Once a lovely shining star,
Seen by shepherds from afar,
Gently moved until its light,
Made a manger cradle bright.

There a darling baby lay,
Pillowed soft upon the hay,
And his mother sang and smiled.
"This is Christ, the Holy Child."
So the bells for Christmas ring,
So do little children sing.

Prayer—

Leader: Let us sing softly.

(For music see p. 234)

All:

Our Father, who art in heaven,
Hallowed be thy name.

Leader: O, dear Father, we want to thank thee for thy gifts, and thy care, for all the good friends which we have, for the joy of giving, and the power to give. We have no great gifts for thee or for our friends, but to Thee and

to them we would give ourselves, our feet to go thy ways, our hands to do thy work, our voices to tell of thy goodness, our ears to hear all thy commands, and our eyes to find opportunities to serve thee. Take thou our gift of service, Lord, and give us in return the joy of thy acceptance. For Jesus' sake we ask it. *Amen.*

Song—

(For music see p. 250)

Holy night! silent night!
All is calm, all is bright,
Round yon Virgin mother and child;
Holy infant tender and mild,
Rests in heav'nly peace,
Rests in heav'nly peace.

Holy night! silent night!
Guiding Star, lend thy light!
See the eastern wise men bring
Gifts and homage to our King!
Jesus Christ is here!
Jesus Christ is here!

Holy night, silent night!
Wondrous Star, lend thy light!
With the angels let us sing
Hallelujah to our King!
Jesus Christ is here!
Jesus Christ is here.

Holy night! silent night!
Shepherds saw the wondrous light,
Waked by angels' glorious strain.
Peace on earth, good will to men:
Christ is born indeed!
Christ is born indeed!

Song Text—

(For music see p. 226)

Behold I bring you good tidings,
Good tidings of great joy.
For unto you is born this day
A Savior which is Christ the Lord.
Unto you is born in the city of David,
A Savior which is Christ the Lord.

Text Exercise—For appropriate texts see p. 30.

Song—

(For music see p. 235)

We three kings of Orient are;
Bearing gifts, we traverse afar
Field and fountain, moor and mountain,
Following yonder star.

Chorus:

O Star of wonder, Star of night,
Star with royal beauty bright,
Westward leading, still proceeding,
Guide us to thy perfect light.

Born a King on Bethlehem plain,
Gold I bring to crown him again;
King forever, ceasing never,
Over us all to reign.

(Chorus)

Glorious now behold him arise,
King and God and sacrifice;
Heaven sings "Hallelujah!"
"Hallelujah!" earth replies.

(Chorus)

Lesson Story—

Leader: Arouse the children's interest in getting to the end of a journey. Recall the expectation, the eagerness, the many things to see and think about and the joy of accomplishment. Then remind them of the journey which they have been taking with Jesus, Sunday by Sunday, and tell them that the journey has now been accomplished, that Jesus has come to the city of Jerusalem, and that on the morrow he is to be taken to the great house of God, the temple in Jerusalem, to worship with his father and mother. Describe some of the things which Jesus will see, the narrow streets, the donkeys carrying burdens and people, the camels coming and going, the children playing in the streets, the men shouting to their beasts of burden, the little booths where they could go to get their money changed into the right kind of money to use in Jerusalem, the old friends whom they would wish to visit. Perhaps there were boys whom Jesus had known before. How they would talk about their school and their games, but underneath it all would not Jesus be thinking about tomorrow? Tell the children something about what Jesus had already learned in school, the Commandments, many, many chapters about the history of his country, and the laws which he would be expected to obey, laws about praying, about bringing his own sacrifice to the temple, about eating and drinking and washing, and about the clothes which he should wear, for in those days people thought that God made laws about all these things. Would Jesus be afraid of a God whom the people told him made so many laws? Now tell the story of what really happened when Jesus did go to the temple. Describe walking up the hill, stopping at the outskirts of the temple to purchase the dove or lamb for a sacrifice. Pass with Jesus within the beautiful gates and introduce the children to the spacious doors and porches, the floors of colored marbles, the steps overlaid with gold, the

holy place, and the most holy place where none but the chief priest might go, the many white-robed priests, the choirs of boys and men, the silver trumpets announcing the different steps in the service, the kneeling crowds, the ascending smoke of the burning sacrifice, and then when the sacrifice is over, the little boy left to wander about in the great place, visiting the porches and talking with whomever he chose. Let the children feel his intense interest in everything which he saw. Let them understand how every ceremony filled his boyish imagination with thoughts of God to whom it was all directed. Let them feel his eagerness to know more about God, and to talk with all the old and wise men scattered around the porches in little groups where people might gather and ask them questions. When you come to the end of the story, where his parents miss him in their homeward journey, do not let the children feel that Jesus has been remiss, but hold their interest so closely to the interests of Jesus, that they will feel with Jesus that his mother and father should have looked for him first of all in the place which he had found so intensely interesting, the place where he was learning about his Heavenly Father. Was he not already saying to himself that when he grew up he would certainly spend his life in the service of the Father?

Song—

(For music see p. 228)

From the bright blue heavens, with the angels mild,	With a father's kindness gives him daily bread,
God, our loving Father, looks on ev'ry child;	Shields from ev'ry danger ev'ry little head;
Lovingly he listens to each little pray'r;	Tell all little children of this Father true;
Watches ev'ry footstep with a father's care.	Who will ne'er forsake them if his will they do.

Group Work—

Group Teachers and Children: Let the whole time be given to talking about the visit in Jerusalem. Let the children study all the details of the picture which they are to paste into their book: the roll, the book, the dress of the men and of Jesus, but especially the faces, as Jesus asks his earnest questions, and seeks to find in the answers of the learned men confirmation of his own ideas about God. His own look is one of, "I *must* find out." Let the children feel this.

Song—

(For music see p. 231)

In the little village of Bethlehem

There lay a child one day,

And the sky was bright with a holy light,

O'er the place where Jesus lay;

Alleluia! O how the angels sang,

Alleluia! how it rang,

And the sky was bright with a holy light—

'Twas the birthday of a King.

'Twas a humble birthplace, but oh! how
much

God gave to us that day;

From the manger bed, what a path has led,

What a perfect, holy way:

Alleluia! O how the angels sang,

Alleluia! how it rang,

And the sky was bright with a holy light,

'Twas the birthday of a King.

Chorus:

Alleluia! O how the angels sang,

Alleluia! O how the chorus sang,

And the sky was bright with a holy light,

'Twas the birthday of a King.

Birthday Offering and Welcome to New Pupils—**Song—***"Praise ye the Father."*

(For words and music see p. 229)

Closing Sentences—

(See p. 11)

LESSON XII

The Birthday of Jesus

AIM OF THE LESSON

The aim of this lesson is to fix the attention of the children upon the anniversary of the birthday of Jesus, and to help them to realize the appropriateness of celebrating this anniversary by giving joy to others.

PREPARATION OF THE LESSON

The preceding lessons have emphasized the thought of gifts somewhat and the children are ready to make some expression of their Christmas feeling. They will therefore prepare on this Sunday a little gift described in the group work to be presented to the person of their choice. As leader your task will be to make the service throughout in harmony with this spirit of Christmas joy and good will, and to perfect yourself in the presentation of the story which has been chosen. As stated in the Introduction it seemed best to give this story, or such another as you may choose as an appropriate and helpful Christmas story, instead of the infancy stories of Jesus, because the infancy stories were touched upon at the beginning of the series and they will also be suggested in the group work. They may be used however if the teacher prefers, and will fit into the service and the group work equally well.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—“*Why do bells for Christmas ring?*” (For words and music see p. 230)

Informal Conversation—

Leader and Children: It is hardly necessary to suggest a special conversation here since every teacher will be interested in local conditions which will make a specially appropriate point of contact with the children on this day. Perhaps if no better theme suggests itself that of birthdays will afford

an opportunity specially to emphasize the reasons for which we celebrate Christmas and a discussion of how it is appropriate to celebrate the anniversary of the birth of Jesus through whom the world learned to know the loving Heavenly Father.

Song—"Away in a manger."

(For music see p. 229)

Prayer—

Leader: Let us bow our heads and thank our Father for his gift.

Our Father, we thank thee for all thy gifts to us, sunshine and rain, home and friends, strong bodies and happy hearts, but more than all these, for the gift of thy dear Son, who was born a little child, and grew to manhood, giving his life to teach the world of thee. Help us to give our hearts to him in loving obedience and willing service. For Jesus' sake we ask it. *Amen.*

Song Text—

(For music see p. 226)

Behold I bring you good tidings,
Good tidings of great joy.
For unto you is born this day
A Savior which is Christ the Lord.
Unto you is born in the city of David,
A Savior which is Christ the Lord.

Song (*By a group of children*)—

(For music see p. 225)

As Joseph was a-walking,
He heard an angel sing,
"This night shall be the birth-night
Of Christ, our heavenly King;
His birth-bed shall be neither
In housen nor in hall,
Nor in the place of Paradise,
But in the open stall.

"He neither shall be rocked
In silver nor in gold,
But in the wooden manger
That lieth on the mould;
He neither shall be clothed
In purple nor in pall,
But in the fair white linen
That usen babies all."

As Joseph was a-walking,
Thus did the angel sing,
And Mary's Son at midnight
Was born to be our King;
Then be you glad, good people,
At this time of the year;
And light you up your candles,
For his star, it shineth clear.

Text Exercise—For appropriate texts see p. 30.

Song Text—

(For music see p. 247)

Suffer the little children to come unto me,
And forbid them not,
For of such is the Kingdom of Heaven.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Tell your story as effectively as possible but keeping always in mind that the glory of giving is to be emphasized whether you use the following story or not.

SAINT CHRISTOPHER AND THE CHRIST-CHILD

The following version of the old legend is printed by permission from the volume, *Child's Christ Tales*, by Andrea Hofer Proudfoot.

Even after the Christ-Child had come upon the earth, and the children of the world and the grown people, too, had heard the story over and over, they still watched and waited for him.

When he went to his Father, his last words had been promises of his coming back again, and sweet thoughts like these he left with us: I go to my Father, but I shall return again; Lo, I am with you alway. So it is no wonder that the world went on waiting and watching, and working to be good enough to receive him when he came again. Far back, many years ago, when good men were called saints, there lived one named Christopher. He was very large and strong, and could lift the heaviest burdens on his back, and his legs were so stout that he could travel far without growing tired.

Although he loved God and did all the good things he could, yet he knew very little of the wise things of the world, and thought it would be almost useless for him to think of serving the King of Heaven by prayers and beautiful words, as did all the people who passed through his home place on their way to Jerusalem.

One day he went to a very good brother who was wiser than many others, and who lived all alone in a cave and was called a hermit. He thought he would ask him what he might do to serve God more and better than he ever had before. The hermit lived a long way, so Christopher broke off a palm-tree to use as a staff, for he was a man of great power.

When he found the hermit, he said to him: "Brother, I am strong and large; I can bear heavy loads and walk through stony paths long distances and never weary. See this palm which I broke with my single hand. Yet, brother, I would rather serve God and have his blessing than be strong without a purpose."

"Then, good Christopher, you may do as I tell you. There is a river with a stony bottom, wide and deep, with steep banks, through which all our people must pass on their way to Jerusalem. There is no bridge nor any other path, and every rain fills these high banks, and many people are compelled to wait and lose their way. Do you know the river?"

Christopher bowed his head.

"If you would serve God, go and serve his people, and help them over this water, so deep and rocky and wide."

Christopher bowed his head again.

"Why do you not speak? Do you fear?" the hermit asked.

But Christopher only raised his head and answered: "It is nothing for me to carry loads and fight the water. I want to learn beautiful prayers and go as a pilgrim with the other worshippers."

"Christopher, my brother," said the hermit, "serve and love your brethren first, and then you will begin to know how to serve and love the Father. You will know, some day, why I speak thus; for when you love others you love the Christ-Child as well."

And Christopher bowed his head and went away. He took his great staff, made of the palm-tree which he had torn up and with other palms he built himself a hut at the crossing of the river. There day after day he toiled and helped the travelers over. When the rains came and the water was very deep he would put people on his shoulders, and when little children came to cross, he always bore them so much more joyously.

At night the people would call out to him, and if there was not a single star he would go just the same, without a question; for his brave feet knew every stone in the watery path.

One very dark night—so dark that Christopher almost prayed that no one would come to call him out into the rain—he heard a cry, as if a baby were without its mother in the storm.

"It is the wind," said Christopher; and he tried to sleep and forget.

Again the cry came: "Christopher, come, come!"

He raised his head, threw about him his coat, and opened the door. His light flickered out, and the storm still roared.

"Christopher, Christopher, come and carry me over!" And he broke through the door and went out into the dark.

There in the storm he found a young child, naked and all alone, sitting and waiting for him.

"Carry me over, good Christopher. I must go to-night, for I promised so many beyond here that I was coming, and they are waiting and watching for me. Carry me over, good Christopher!"

Christopher looked down upon the dear child; he smiled and lifted him to his strong shoulders, and taking up his staff he stepped into the swollen stream. The waters rushed about them. The great stones in the bottom had been moved from their places, but Christopher walked carefully, and the little one clung to him so tightly that he had no fear.

As he stepped out deeper and deeper into the river his burden seemed to grow heavier and heavier, for the water beat against them both.

It seemed as though they must surely sink, for it was a wild, wild night.

Each step was harder than the last, and his breath came hard, and his knees could scarcely hold out any longer, so heavy had his burden grown. His palm staff bent as it helped him along, and the river seemed never so wide before.

At length he touched the other side safe and weary. He set the child down; gently and lovingly he did it, with never a thought of how hard he had worked to help. And suddenly, as the clouds broke and the moonlight fell upon them, he saw a beautiful being with shining face and holy smile; and in the quiet of the night he broke out with—"Who are

you, my child? who are you? for had I carried the whole world on my shoulders to serve God it could not have been harder. Tell me who you are."

And the sweet voice said: "Good Christopher, I am he whom you have been serving. Did you not know that in this humble, hard work at serving all, you were serving me and the Father? With whatever strength you have you shall serve, and it shall all be holy. Your staff, too, has served with all its power. If you will plant it in the ground you shall see what beautiful things live even in a dry staff when it works for others."

Christopher planted his staff deep in the ground, and suddenly it blossomed into a beautiful fresh palm-tree, full of fruit. And his great heart was filled with content, for he knew that he and his staff had served the Christ-Child.

And the Christ passed on into the early morning light that was breaking.

Down the long pathway he went, on and on, to cheer the waiting people all the way.

And Christopher went back to his holy work of serving men; and he no longer needed his staff for his happy heart never let him lose courage since he knew he was serving the Christ-Child.

Song—

(For music see p. 250)

Holy night! silent night!
All is calm, all is bright,
Round yon Virgin mother and child;
Holy infant tender and mild,
Rests in heav'nly peace,
Rests in heav'nly peace.
Holy night! silent night!
Guiding Star, lend thy light!
See the eastern wise men bring
Gifts and homage to our King!
Jesus Christ is here!
Jesus Christ is here!

Holy night! silent night!
Wondrous Star, lend thy light!
With the angels let us sing
Hallelujah to our King!
Jesus Christ is here!
Jesus Christ is here!
Holy night! silent night!
Shepherds saw the wondrous light,
Waked by angels' glorious strain.
Peace on earth, good will to men:
Christ is born indeed!
Christ is born indeed!

Song—

(For music see p. 235)

We three kings of Orient are;
Bearing gifts, we traverse afar
Field and fountain, moor and mountain,
Following yonder star.

Chorus: O Star of wonder, Star of night,
Star with royal beauty bright,
Westward leading, still proceeding,
Guide us to thy perfect light.

Born a King on Bethlehem plain,
Gold I bring to crown him again;
King forever, ceasing never,
Over us all to reign.
(*Chorus*)

Glorious now behold him arise,
King and gold and sacrifice;
Heaven sings "Hallelujah!"
"Hallelujah!" earth replies.
(*Chorus*)

Group Work—

Group Teachers and Children: Two pages are to be given out this time, not, however, to be placed in the books, but given away. Let the children paste the picture of the Madonna in place, study its characteristics and compare it with other pictures of the Mother and Child which they have seen. Let them study the border carefully, noting all the symbolic designs and telling the stories which they suggest. They may then tie up the sheets with ribbon which the teacher should provide and discuss the question of the presentation of the gift. The poems assigned in this lesson may be kept.

Birthday Offering and Birthday Song—*“In the little village of Bethlehem.”*

(For words and music see p. 231)

Welcome to New Pupils—**Song—***“Carol brothers, carol.”*

(For words and music see p. 236)

Closing Sentences—

(See p. 11)

SERIES IV

IDEALS OF CONDUCT AS REPRESENTED BY STORIES

ORIENTATION: JESUS READING STORIES IN HIS HOME IN NAZARETH;
OTHER CHILDREN READING STORIES IN THEIR HOMES

The teacher will recognize by this time that it is the purpose of the author of these lessons to keep the children as long as possible in the atmosphere of the youth of Jesus. The difficulty of this task is readily seen when we consider the paucity of the information which we have as to the circumstances of the youth of Jesus. The story of the infancy and the one story of the journey to Jerusalem would make but a very meager foundation for such an association if we did not have very definite knowledge of the customs and beliefs and habits of life of the Jewish people. The Bible itself is full of suggestions of this character, and in addition to that there are many writers who have made a special study of the history of the times, and have given us abundant material for local color. This sort of building-up of the life of Jesus is perfectly legitimate and a very different matter from the fanciful stories which one finds in the legends of the many ancient faiths and apocryphal writings.

Every child reaches forward in his thought to the time when he will be grown up, and from the earliest years is forming for himself a model, his ideal toward which he is unconsciously growing. If we can, therefore, so impress the child with the fact of Jesus as a real boy, having the experiences of a real boy, we can make the life of Jesus as a man much more forceful in its influence upon the character of the child, who will involuntarily through this companionship with the youthful Jesus wish to become more and more like Jesus, the man.

In this series of lessons the children are associated with Jesus in their common love of stories. The stories which were told to Jesus and which

he doubtless dearly loved are the stories which they may find for themselves in the same book in which Jesus found them, and in this book they may also find with Jesus high ideals of conduct and life. The stories have little or no connection with each other in this series. Each stands by itself presenting a single ethical principle. These principles are extremely simple and have to do with the most elementary and fundamental principles of right conduct. Whatever unity there may be in the series, therefore, is found in the boy, the book, and conduct.

LESSON XIII

The Man Who Kept his Promise

AIM OF THE LESSON

The aim of this lesson is to lay emphasis upon the very simple principle of keeping a promise or contract. The question has been raised as to whether this principle should be cultivated in a child since the promises are apt to be rash and should be overruled by the parents. Teaching the ethical principle of keeping a promise or fulfilling a contract should not be postponed until the judgment of the child has matured. Mistakes will be made, doubtless, but a wise parent will do better to cultivate the principle of faithfulness in the child, and wait with patience for judgment to reach the point where mistakes will not be made.

PREPARATION OF THE LESSON

Read the story of Jephtha found in Judg., chap. 11. This story belongs to the barbaric period of Israel's history. It cannot be told to little children just as it is given in the Bible, but it is a wonderfully beautiful story, an heroic tale in which the barbarity of the act is overshadowed by the tremendous strength of the religious adherence to a purpose, and a vow, fulfilled at the cost of what was most dear to the hero of the story. The story is told fully for the benefit of those teachers who do not feel quite able to handle so difficult

a theme. Read also from Edersheim, *Life and Times of Jesus* and *Jewish Social Life*, concerning school and home of Jewish children in Palestine.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

Leader and Children: If possible introduce this conversation by some suggestion of the unfailing promises of nature, the seed which goes into the ground promising to become a plant and, with the aid of the sunshine and the rain, to flower, the sun going down with its promise to return again and bring the morning, the moon going out in darkness each month with a promise to return again on a certain day as a little silvery crescent, the trees going to sleep in the winter with a promise to send out their buds and leaves when warm springtime comes, and back of all these promises the thought of God who holds all these things in his keeping and continually strives to help them to keep their promises. Let the children express themselves freely.

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning
ray,

We praise thee with the fading light of day;
All things that live and move by sea and land
Forever ready at thy service stand.

Thy nations all are singing night and day,
"Glory to thee, the mighty God, for aye!
By thee, thro' thee, in thee all beings are!"
The list'ning earth repeats the song afar.

Prayer—

Leader: Our dear Father, we thank thee for thy sure promises. We thank thee that each day we may count upon another day, and the returning seasons. Dear Father, we are very small and unimportant in this great world, but we rest upon thy promise to care for us, to make us grow strong and wise, and fit at last to be thy valued servants. Help us to remember thy promises. For Jesus' sake. *Amen.*

Song—

(For music see p. 228)

From the bright blue heavens, with the angels mild, God our loving Father looks on ev'ry child: Lovingly he listens to each little pray'r; Watches ev'ry footstep with a father's care.	With a father's kindness gives him daily bread, Shields from ev'ry danger ev'ry little head; Tell all little children of this Father true; Who will ne'er forsake them if his will they do.
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Text Exercise—

Texts appropriate to this series are as follows:

Matt. 5:48: Ye therefore shall be perfect, even as your Father is perfect.

Matt. 7:11: Ask and it shall be given you.

Matt. 11:28: Come unto me all ye that labor, and are heavy laden, and I will give you rest.

Matt. 22:37, 38, 39: Thou shalt love the Lord thy God, with all thy heart, and with all thy soul, and with all thy mind. . . . Thou shalt love thy neighbor as thyself.

Prov. 15:1: A soft answer turneth away wrath.

Prov. 16:32: He that is slow to anger is better than the mighty: and he that ruleth his spirit than he that taketh a city.

Prov. 21:23: Whoso keepeth his mouth and his tongue
Keepeth his soul from troubles.

Prov. 22:1: A good name is rather to be chosen than great riches.

Prov. 12:19: The lip of truth shall be established forever:
But a lying tongue is but for a moment.

Ps. 141:3: Set a watch, O, Lord, before my mouth
Keep the door of my lips.

Ps. 119:163: I hate and abhor falsehood,
But thy law do I love.

Ps. 119:165: Great peace have they that love thy law.

Ps. 40:8: I delight to do thy will, O God;
Yea, thy law is within my heart.

Ps. 118:6: Jehovah is on my side, I will not fear.

Ps. 119:105: Thy word is a lamp unto my feet,
And a light unto my path.

Luke 11:28: Blessed are they that hear the word of God and keep it.

March Song and Offering—

(For words and music see p. 205)

Song Text—

(For music see p. 228)

Blessed is the man that trusteth in thee
In thee, O God;
Blessed is the man that trusteth in thee,
In whose heart are thy ways.

Lesson Story—

Leader: Let the children recall the long journey with Jesus and the joy of the celebration of his birthday. Let them anticipate the prospect of visits with Jesus for several more Sundays, this time Jesus in his home and at school. You will find information concerning his school life in Edersheim, *Life and Times of Jesus*. The memory work, the concert recitation, the schoolroom with the little group of children all seated cross-legged about the teacher who drills hour after hour, day after day, and month after month, in the chapters of the Old Testament. Let the children repeat with you something that Jesus used to say in school, two or three of the Commandments perhaps. Ask how many children are able to read and suggest that Jesus was now a big boy and could read in his own language the stories of his own people. Let the children substitute in their thought now for the idea of Jesus hearing stories from his mother, Jesus reading stories from the books of his fathers, stories of brave men, strong men, and wise men. Raise the question as to whether they would like to hear one of the stories that Jesus could read in his book, the story of a man who kept his promise, as follows:

A thousand years before Jesus lived, his country was full of war. The Hebrew people were trying to keep and to hold the country which God had given to them, but there were many other strong peoples living all around, and they did not want the Hebrew people to have their land and were continually seeking to drive them out.

There were brave men among the Hebrews who were ready to lead their soldiers against the enemy. They believed that God would be with them and would give them the victory. They did not know that all the world was God's, that he loved all people alike, and that they did not need to fight with each other, for there was room enough in the world for all people to live without fighting. They thought that only one kind of people could live in God's land and that all the others must be driven out. They were right for those days because if they had not fought, they themselves would have been driven out.

One time when enemies became very oppressive and demanded that the Hebrew people should give up a great deal of their land, a strong Hebrew man whose name was Jephtha said to himself, "I will be the general of my people, and will take our armies out to battle, and will destroy our enemies and save my country. I know that Jehovah, our God, will be with me and will give me victory." Jephtha did not know very much about God either. He thought that if God gave him the victory it would please God to have him give back something very precious, something of great value, and so before he went into battle he made a promise to God and he said, "O God, if thou wilt be with me and give me the victory this day over the enemies of Israel, then it shall be that whatever comes from the door of my house to meet me when I return in peace, I will give it as an offering to Jehovah." That was a terrible promise to make, for Jephtha had many in his household whom he loved, but he felt that God was great and strong and that the only way to repay God for giving him the victory would be to give him in return something living, for life was the most precious thing in the world.

So Jephtha went out to battle and fought for long. Twenty cities saw the battles of Jephtha with the enemy, and finally after a long time he came back. The enemies were subdued throughout all the land, the country of the Hebrews was saved, and all was at peace. As Jephtha came toward his house, thinking proudly of his great victories, he remembered his promise and he looked and behold! his daughter came out dancing toward him, the bells of her tambourine tinkling with joy, to meet her father. She was his only child. As Jephtha looked upon her he tore his long cloak as the men of his country did when they were in sorrow and he said, "O, my daughter, thou hast made me very sad. I am greatly troubled. I have made a promise unto Jehovah, my God, and I cannot go back." And she said to him, "My father, thou hast made a promise unto Jehovah. Do unto me as thou hast promised for Jehovah hath given thee the victory over thine enemies. Only wait," she said, "and let me go away upon the mountains for two months, and then fulfil thy promise." And Jephtha said, "Go, my daughter."

Do you think that you would be strong enough to keep a promise if it was very hard to keep? Jephtha did not know as much about God as we know and yet Jephtha was strong enough to keep his promise. Do you think that as Jesus read this story over and over again he would say to himself, "Ah, that was a great man, Jephtha. If he had only *known* about God! If he had only *known* that there was a better way to give people to God, a way of service, that God wanted people to work for him and to help him, then he could have given his daughter to God in that way!" Did Jesus think too, "How I wish that I could make all the world think about God as I think about him, my loving Father"?

Song—"But the Lord is mindful of his own." (For words and music see p. 218)

Group Work—

Group Teachers and Children: Talk with the children about the story and let them tell you incidents from their own lives or in their knowledge of people who have bravely kept hard promises. Give out the pages and read from Gen. 8:22 the promise of God concerning the returning seasons.

Let the children fill out the page according to their own thought upon the matter, guiding without forcing thought in the right direction.

Song—"We plough the fields." (For words and music see p. 222)

Birthday Offering and Welcome to New Pupils—

Song—"Praise ye the Father." (For words and music see p. 209)

Closing Sentences— (See p. 11)

LESSON XIV

How God Keeps His Promise

AIM OF THE LESSON

The aim of this lesson is to lead the child to feel that his obligation to keep his promises is met by a corresponding obligation on the part of others to him.

PREPARATION OF THE LESSON

Read Gen., chaps, 6, 7, 8, and 9:1-17, letting your most thoughtful attention rest upon the latter part of this story with its promise of the perpetual return of the seasons so long as the world shall last.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—“*The earth is hushed in silence.*”

(For words and music see p. 203)

Informal Conversation—

Leader and Children: Talk with the children about agreements and the signs of agreements, and the little customs by which they give things to each other to make them remember promises. Tell them about the old custom of cutting an animal in half, the two parties to the promise walking between the two halves, and such other customs of the signs of promises as you can find in your reading. Get the children interested in telling you also things which they know about sealing promises with a gift.

Song—“*Praise ye the Father.*”

(For music see p. 209)

Prayer—

Song—

(For music see p. 207)

Can a little child like me
Thank the Father fittingly?
Yes, oh yes! be good and true,
Patient, kind in all you do;
Love the Lord, and do your part;
Learn to say with all your heart:

For the fruit upon the tree,
For the birds that sing of thee,
For the earth in beauty drest,
Father, mother, and the rest;
For thy precious, loving care,
For thy bounty ev'rywhere,

(Chorus)

Father, we thank thee!
Father, we thank thee!
Father in heaven, we thank thee!

For the sunshine warm and bright,
For the day and for the night;
For the lessons of our youth,
Honor, gratitude, and truth;
For the love that met us here,
For the home and for the cheer,

For our comrades and our plays,
And our happy holidays;
For the joyful work and true
That a little child may do;
For our lives but just begun;
For the great gift of thy Son,

(Chorus)

(Chorus)

Text Exercise—For texts appropriate to this series see p. 76.

Song Text—

(For music see p. 251)

Let the people praise thee, O God,
Let all the people praise thee;
O let the nations be glad and sing for joy,
Sing for joy.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: If you can find a good outside story which will emphasize this same truth it would be an excellent plan to use it here instead of the biblical story. The children will like the Bible stories better if there is a judicious intermixture of the outside stories, and if they feel that Bible stories are for every day just as much as for Sunday, and good outside stories for Sunday just as well as for every day. If the Bible story of the flood is used, study it very carefully and tell it as one of the stories in which Jesus found satisfaction as he looked upon the rainbow. Make the early part of the story, the flood, the destruction of the people, and the saving of Noah, an introduction to

the main story of how God made the promise to Noah, giving the sign which the story tells us that he gave. Then add something like the following: "And so when Abraham lived he kept his sheep on the hillside without any fear of the great cloud which hovered over, for he knew that the rain from the cloud would bring only refreshing showers to fill the brooks where the sheep drank and make green the pastures where they grazed. Moses saw the rainbow and knew that when he led the people out of Egypt and over the Red Sea (you all know that story) he could go on quite sure that in the new land, summer and winter and autumn and harvest would come just as in Egypt. Go on in this way taking in a sentence each of the characters which have been introduced throughout the series, thus far, making your sentences a reminder of something which the children know about that person, and suggesting as before the calm assurance of each in the stability of the future, in view of the promise of God. Then select men with whom the children are perfectly familiar, and finally bring it down to their own day until you have created a deep impression of the extent to which we plan for the future, just because of the stability of nature representing God.

Song—

(For music see p. 218)

But the Lord is mindful of his own,
 He remembers his children.
 But the Lord is mindful of his own:
 The Lord remembers his children,
 Remembers his children.
 Bow down before him, ye mighty,
 For the Lord is near us!
 Bow down before him, ye mighty,
 For the Lord is near us!
 Yea, the Lord is mindful of his own,
 He remembers his children.

Group Work—

Leader and Children: Let the children refer back to the group work of the last lesson and notice under each head the thing which makes a promise. Then let them fill out the new page with promises, this time made by God to the different objects, ending with the question, "What does he promise you?"

This group work will probably be suitable whether you use the biblical story or an outside story.

Song—“*Holy, Holy, Holy, Lord God Almighty.*” (For words and music see p. 208)

Birthday Offering and Welcome to New Pupils—

Song—Let the children choose one of the Christmas songs.

Closing Sentences—

(See p. 11)

LESSON XV

The Man with the Clean Lips

AIM OF THE LESSON

The aim of this lesson is to call the attention of the children to conscious cleanness of speech. Most of them are too young to have acquired habits of careless speech, but it is not too soon to safeguard them by making them feel that in those who would be servants of God special purity of speech is demanded.

PREPARATION OF THE LESSON

Read and study Isa., chap. 6. This story must be presented to the children almost as a fairy story because of the unusual circumstances and the supernatural element. If it is made very simple, however, the children will find in it great enjoyment. Prepare yourself to give a graphic description of the temple and of the great need in the city of Jerusalem that someone should carry a message from God to his people.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—“*The earth is hushed in silence.*”

(For words and music see p. 203)

Informal Conversation—

Leader and Children: Recall to the children the story of Jacob and his dream. Talk with them about it and about dreams. Let them shut their eyes and tell you if they can see anything in their minds. Get them interested in the fact that they can see things with their minds even when they are awake. Raise the question whether they could hear things with their ears covered. See if you can lead them to the point where they hear something with their minds and yet actually hear no sound. Raise the question as to whether

sometimes God does not speak to our minds although we hear no voice. Would it not be fine if we could always know when he speaks to us? Lead the children to suggest what he might say.

Song—

(For music see p. 240)

When morning gilds the skies,
My heart awaking cries
May Jesus Christ be praised!
Alike at work and pray'r
To Jesus I repair;
May Jesus Christ be praised!

Whene'er the sweet church bell
Peals over hill and dell
May Jesus Christ be praised!
O, hark to what it sings,
As joyously it rings;
May Jesus Christ be praised!

Prayer—(Do not sing)*All:*

Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true;
Show me what I ought to do.

When in danger, make me brave;
Make me know that thou canst save;
Keep me safe by thy dear side;
Let me in thy love abide.

Song—

(For music see p. 207)

Can a little child like me,
Thank the Father fittingly?
Yes, oh yes! be good and true,
Patient, kind in all you do;
Love the Lord, and do your part;
Learn to say with all your heart:

For the fruit upon the tree,
For the birds that sing of thee,
For the earth n beauty drest,
Father, mother, and the rest;
For thy precious, loving care,
For thy bounty ev'rywhere,

Chorus:

Father, we thank thee!
Father, we thank thee!
Father in heaven, we thank thee!

For the sunshine warm and bright,
For the day and for the night;
For the lessons of our youth,
Honor, gratitude, and truth;
For the love that met us here,
For the home and for the cheer,

For our comrades and our plays,
And our happy holidays;
For the joyful work and true
That a little child may do;
For our lives but just begun;
For the great gift of thy Son,

*(Chorus)**(Chorus)***Song—**"We praise thee, Lord."

(For music see p. 223)

Text Exercise—For appropriate texts see p. 76.**March Song and Offering—**

(For words and music see p. 205)

Lesson Story—

Leader: Lead the children to recall to you the story of Samuel. Suggest that when Jesus was a boy, like all others boys he loved to hear stories of *wonderful* things, stories with angels in them and beautiful visions. Let the children feel the note of sympathy between Jesus and themselves in this regard and suggest that you are going to tell them a story which Jesus read many times when he was a boy, the story of a man who saw and heard with his mind, saw a beautiful vision and heard a wonderful message. Tell them about the conditions in Jerusalem where many people had forgotten God, were worshiping other gods and living as they pleased, lying, cheating, dressing, and living extravagantly, while the poor people had not enough to eat. Suggest the anxiety of the young man Isaiah about all this; coming into daily contact with the court and seeing all the richness there, walking the streets and seeing the poverty he felt that it was all wrong, that God cared only that people should be kind, and gentle, and generous, and should help each other; that if they are not like that they could not come near to him. "Isaiah thought of God as so clean, and so great, and so wise that he was afraid that God would forget all the wicked people about him and great misfortunes would come upon the city. Isaiah called God holy, a word that he used when he meant pure, and kind, and merciful, and full of power and wisdom. One day Isaiah paid a visit to the temple (let the children here recall to you the temple, for they will remember it from the visit which Jesus made there), and while he was there he saw the wonderful vision and received the great message which was to affect all his life. Tell now the story in 6:1-13 very simply. Speak of the seraphim as angels. From vss. 8 to the end it may be interpreted something as follows: "And I heard a voice saying, 'Who will go with my message?' and I said, 'Here am I; send me,' and the voice said, 'Go and tell all the people who have forgotten me, 'Listen! You have not heard the voice of God because you were too busy with your own affairs. You have not understood what he said to you. You have grown rich but you have been blind, and your ears did not hear right. Turn about before

it is too late and listen to what God says to you.' Then Isaiah answered the voice and he said, 'How long shall I speak this message? The people will not listen. How long shall I keep on speaking?' Then the voice said, 'Keep on speaking as long as there is anyone to hear you. Never give up because there will be a few people who will listen and they shall be saved when the city is destroyed.'"

Make the emphasis of your story upon the point where the lips of Isaiah are made pure in order that he may deliver this message. Raise the question with the children as to whether it is not a great thing to keep one's lips clean in speech in order that one may be ready to carry a message from God when the time shall come. Recall to them that when Jesus was in the temple as a boy he made up his mind that he was going to tell people what he thought about God when he grew up. I wonder if this story which he read about Isaiah made him feel how very necessary it was that he should keep his lips pure and clean and fit to tell the world the message which he had in his heart.

Song—

(For music see p. 208)

Holy, holy, holy! Lord God Almighty!
Early in the morning our song shall rise
to thee;

Holy, holy, holy! tho' the darkness hide
thee,

Holy, holy, holy! merciful and mighty!
Which wert, and art, and evermore shall
be.

Tho' the eye of sinful man thy glory may
not see,

Only thou art holy; there is none beside
thee

Perfect in pow'r, in love and purity.

Group Work—

Run through the notebook with the children and let them select, if they can, one or more lessons which they think Jesus might make part of his message. Guide them without their realizing it to the thought of the love of God the Father and then let them color the new text, "Oh Lord! keep the door of my lips," interpreting it to them as they work.

Song—"Praise ye the Father."

(For words and music see p. 209)

Birthday Offering and Welcome to New Pupils—

Song—"Carol, brothers, carol."

(For words and music see p. 236)

Closing Sentences—

(See p. 11)

LESSON XVI

The Brave Shepherd Boy

AIM OF THE LESSON

To suggest the idea of simple courage and prompt action in the face of danger, especially the danger of those intrusted to one's care.

PREPARATION OF THE LESSON

Read stories of David which bring out his personal characteristics such as those contained in I Sam., chaps. 16 and 17. The story contained in the lesson is merely suggested by vss. 34 to 37 in chap. 17. The remainder of the story must be constructed from one's knowledge of the times of the shepherd life, of the dangers and the necessity for courage, devotion, and self-forgetfulness on the part of the shepherd. If it seems preferable, this story may be combined with one or two other brief stories of shepherds and the dangers which they have encountered for the sake of the flock, but do not take the story which Jesus tells of going out after the lost sheep, for that forms the theme of a lesson later on in the year.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from leader; response from school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Call forth a discussion from the children of various qualities which they would like to possess, such as beauty, gentleness, height, physical strength, courage, etc. Let them discuss the quality of courage and devotion shown by dogs, horses, and other animals in protecting those to whom they are devoted. Suggest that this kind of courage of which they have talked is the courage that comes because of love. Great love casts out fear and makes people brave.

Song—

(For music see p. 228)

From the bright blue heavens, with the
 angels mild,
 God, our loving Father, looks on ev'ry child:
 Lovingly he listens to each little pray'r;
 Watches ev'ry footstep with a father's care.

With a father's kindness gives him daily
 bread,
 Shields from ev'ry danger ev'ry little head;
 Tell all little children of this Father true;
 Who will ne'er forsake them if his will they
 do.

Prayer—

Leader and Children (repeat):

Father, lead me day by day
 Ever in thine own good way
 Teach me to be pure and true
 Show me what I ought to do.

When in danger make me brave;
 Make me know that thou canst save;
 Keep me safe by thy dear side;
 Let me in thy love abide.

Song—

(For words and music see p. 207)

Can a little child like me,
 Thank the Father fittingly?
 Yes, oh yes! be good and true,
 Patient, kind in all you do;
 Love the Lord, and do your part;
 Learn to say with all your heart:

For the fruit upon the tree,
 For the birds that sing of thee,
 For the earth in beauty drest,
 Father, mother, and the rest;
 For thy precious, loving care,
 For thy bounty ev'rywhere,

Chorus:

Father, we thank thee!
 Father, we thank thee!
 Father in heaven, we thank thee!

For the sunshine warm and bright,
 For the day and for the night;
 For the lessons of our youth,
 Honor, gratitude, and truth;
 For the love that met us here,
 For the home and for the cheer,

(Chorus)

For our comrades and our plays,
 And our happy holidays;
 For the joyful work and true
 That a little child may do;
 For our lives but just begun;
 For the great gift of thy Son,

*(Chorus)***Text Exercise**—For appropriate texts see p. 76.**Song Text**—

(For music see p. 228)

Blessed is the man that trusteth in thee,
 In thee, O God;
 Blessed is the man that trusteth in thee,
 In whose heart are thy ways.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall the boy Jesus and the stories which he read. Ask the children if they have read any stories about *brave* people. There was a story about David and a giant which Jesus loved to read, not only because it was about a brave young man, but because the giant was an enemy to the Hebrew people and Jesus loved to read the story of how young David killed the giant.

Out on the hills near Jesus' home there were shepherds who took care of their flocks and Jesus sometimes walked out to the hills and talked with the shepherds. The shepherds were kind and strong men and they told Jesus how sometimes a wolf would come or a young lion, from the forest where he had been lurking, and would carry away one of the best lambs from the flock, and how dangerous it was for them unless there were two or three shepherds together. If there was but one shepherd, it might be best to lose the lamb and let the wild beast satisfy his hunger with it, so that he would not come again that night to the flock. Then perhaps Jesus would think of another story of the young David which he knew, and which he had read many times in his book.

David was a strong, fine lad, good to look upon, tanned by the sun, made strong by being out in the open air and by walking about the fields and woods. When he was old enough to be trusted with the flocks of sheep he was made a shepherd, the keeper of his father's sheep. Day after day he would lead his flocks into green places where they could find plenty of food, grass to nibble, roots which they liked to eat, and best of all, a sparkling stream where they could quench their thirst and lie down in the cool shade and rest under the trees. David loved his sheep, they were so gentle and he was gentle too; they were so ready to follow a leader and he loved to lead; they were so helpless when danger confronted them and he loved to protect them. At night he would drive them close into a sheltered fold, a sort of yard, sometimes with a roof over it where they would be protected if there were storms,

but usually open, because the storms were not frequent in that country. Sometimes there would be a gate to close them in. David, as he lay down under the stars with his cloak about him, would think how God too was watching him as he watched over his sheep, and perhaps he would say to himself, "The Lord is my shepherd, I shall not want. He maketh me to lie down in green pastures and leadeth me beside the still waters."

But there were wild beasts which often attacked the flocks, so when David lay down at night he always had beside him his strong shepherd's staff and his sling with good stones, in case he should need it. No doubt David had many adventures out there on the edge of the forest and in the lonely fields. But David lived more than two thousand years ago and we know only one little story about him and his sheep, the story that Jesus used to read. One day as the sheep were quietly nibbling and David was perhaps playing on his shepherd's horn, and everything seemed to be quiet and peaceful, a great lion came stalking out of the shadow of the forest. Slowly and quietly he came, stealing up to the flock behind David. The shepherd heard a little plaintive bleat and a sudden moving of all the sheep. He turned quickly and saw the lion already with a little struggling lamb in his mouth. Was David afraid, all alone there? Full of pity for the frightened sheep whom he loved he forgot to be afraid. Although the lion was a huge beast he rushed at him with his staff and struck him on the head with the heavy end of it. The angry beast opened his mouth to seize David, and so dropped the lamb. David seized him by his beard and again his staff came down with a crushing blow, and the lion dropped dead. Then did David think for the first time of his own danger and again he said to himself, "The Lord is my shepherd. He has taken care of me, while I have been taking care of my sheep."

There was no story which the shepherds could tell which Jesus liked so well as this story, for although there were not pictures of people then as in these days, in Jesus' mind was a wonderful picture of the strong, brave David, who, loving his sheep, and forgetting himself, was filled with courage and strength. Did Jesus say to himself, "Oh, if I were a shepherd, that is the

way that I would take care of my sheep. I would never be afraid. God would take care of me, just as he took care of David" ?

Song—

(For music see p. 242)

The King of Love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am his,
And he is mine for ever.

Perverse and foolish, oft I stray'd,
But yet in love he sought me,
And on his shoulder gently laid,
And home, rejoicing, brought me.

And so, through all the length of days,
Thy goodness faileth never;
Good Shepherd, may I sing thy praise
Within thy house for ever.

Group Work—

Group Teachers and Children: Talk with the children about the story and let them fill in the partly printed story on the page. This will be quite a difficult task and will probably consume all the time there is. If any time is left let them tell deeds of courage of which they have heard.

Psalm 23 (*Leader will read with introductory words*)—

Birthday Offering and Welcome to New Pupils—

Song—"*Can you count the stars?*"

(For words and music see p. 239)

Closing Sentences—

(See p. 11)

LESSON XVII

Another Brave Boy

AIM OF THE LESSON

The aim of this lesson is to further emphasize the idea of courage and connect it with more modern times so that it comes still more closely into the life of the child, who is not called upon to meet lions and bears in his daily life as David was.

PREPARATION OF THE LESSON

Master your story and be careful to use the little touches in introducing the different parts of the service which make it seem a unit, carrying the child from one act to the next in a harmonious way. After a few sentences calling out the subject of courage, let the children tell to you the story which you told last Sunday concerning David and the lion. See if you can find a child who can tell the story of David and Goliath very briefly with a little help from you. Suggest that we will have another story of courage later in the hour.

Song—“*May Jesus Christ be praised!*”

(For words and music see p. 240)

Prayer—

Leader:

“Let us ask our Father in heaven to make us brave and strong.”

All:

Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true;
Show me what I ought to do.

When in danger, make me brave;
Make me know that thou canst save;
Keep me safe by thy dear side;
Let me in thy love abide.

Leader: Our Father, who art in heaven, thou who art perfect in strength, we as little children would be strong. Show us the way. Give us strength to be always truthful and obedient and unselfish. May we have no fear of darkness or of evil, because we love thee, our Father, and we are the children of thy care. In Jesus' name. *Amen.*

Song—

(For music see p. 40)

Brooks down the mountain side
 Rush with a song,
 Seeking the rivers wide
 Where they belong;
 Flowing increasingly,
 Growing unceasingly,
 Down to the mighty sea—
 Splendid and strong!

So are our human lives,
 Starting like rills!
 Swiftly the current strives
 Down from the hills.
 Wider each hour to be,
 Fuller each power to be,
 Till God's eternity
 Life's course fulfils.

Text Exercise—For texts appropriate to this series see p. 76.

(For music see p. 228)

Song Text—

Blessed is the man that trusteth in thee,
 In thee, O God;
 Blessed is the man that trusteth in Thee,
 In whose heart are thy ways.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

This story has been cut in such a way as to leave the last impression upon the child that of joy and of appreciation of the courage of the boy and his confidence in his father's skill and loving care. Be careful to tell it in such a way as to emphasize these points. For these grades the story should be more simply worded in many places.

While not so remote from the modern child's experience as the David story, this story should be supplemented in the group period by material contemporary with the experience of pupil and teacher.

WILLIAM TELL

This version of the story of William Tell is adapted from the story in *Famous Legends Adapted for Children*, by Emmeline G. Crommelin, by special permission of the Century Co., New York.

Switzerland is a small but very beautiful country, with snow-capped mountains, deep valleys, and picturesque lakes. Its people are strong, proud, and brave, and very fond of their country. The peasants spend much of their time in caring for the flocks and herds, or hunting the wild chamois or goat that dwells among the ice-cliffs of the Alps. The skins of these little animals are so valuable that a hunter often risks his life in pursuing them

from cliff to cliff. The Swiss love to tell the story of their hero, William Tell, who, it is said, made his country free.

Many hundred years ago, Switzerland was conquered and ruled by strangers from across the mountains, who sent a man named Gessler to rule the people.

This man was a cruel tyrant who ruled unjustly—in fact, he made slaves of the Swiss. He built many fortresses throughout the country, and filled them with soldiers in order to frighten the proud people into submission. But even then he could not make them bow down to him as he wished. This made him angry, and he thought of another way to torment them. He set up a pole in the market-place, where the peasants came to sell their game, butter, and cheese, and buy what they needed for their mountain homes. On this pole Gessler placed his hat as a sign of his power. Then he commanded that every Swiss man, woman, and child who passed by the pole should bow to the hat to show their respect for him. The people had been growing more and more indignant at the way their rights were being taken from them, and were eager and ready to find some way of gaining their freedom.

One night, not long after this, William Tell returned to his mountain home, near Altorf, very sad and unhappy. His wife, knowing there was something the matter, said:

"There is sadness in your voice and trouble in your face. Will you not trust me with the cause of it?"

"You know, my loving wife," said Tell, "the sad state of slavery to which this unhappy country of Switzerland is reduced by the unjust oppression of our foreign rulers."

"Yes," replied his wife; "but what have peasants to do with these matters?"

"Much indeed," answered Tell; "if the good laws made for the comfort and protection of all ranks of people, all the old customs which were the pride and glory of our land, are set aside by strangers, then it is the duty of peasants as well as nobles to defend their rights. I have joined myself with thirty-three of my countrymen to find a way to free our land."

"It would be impossible for thirty-three men to oppose the power that rules Switzerland," said Tell's wife, turning pale at the thought. "Gessler cares nothing for what peasants think. What has he done now?"

"He has found a way to tell the freeman from the slave throughout the country, by erecting a pole in the market-place, on which he has placed his hat, and commanded every Swiss man, woman, and child to bow before it, or meet their death. Do you think I would stoop to such a thing, and bear the name of Swiss?" said Tell.

"No," answered his wife; "I know you will never submit to that. But do not go to Altorf, my husband."

"My business calls me there," Tell replied, "whither I shall go like an honest man and do my duty. I shall be neither a slave nor a coward, my good wife."

There was a fair at Altorf, where men went from all the country round to sell their goods. William Tell had risen early that morning, and had gone there to sell his chamois-skins and make some purchases for his wife and children. He had taken with him his little son, and together they crossed the market-place and stood directly opposite the spot where the pole had been erected. Tell never bent his head, but stood as proud and as straight as ever. The soldiers who had been stationed there by Gessler to make the people obey, stopped the bold hunter of the mountains and reminded him of the punishment for not showing respect to the hat.

Gessler's spies, who had been watching Tell, told the tyrant of his defiance. At once he commanded the Swiss to be brought before him, and he came, leading his little son by the hand.

"You are a skilful archer, they tell me," said the tyrant; "the most skilful in all this country. You shall give me proof of this wonderful skill, and thus have one chance of saving your life, which you forfeited by disobeying my command. No doubt your boy is made of the same stuff as you are. Let him stand a hundred paces, yonder. Then place an apple on his head, and if you can shoot an arrow so truly as to cut the apple in two, your life is spared. But if you either slay the child or miss the apple, you lose your life instantly."

"Cruel tyrant," cried the distracted father, as he drew two arrows from his quiver, "do you think I would try to save my own life by risking that of my child?"

"You shall either shoot the arrow or die," replied Gessler; "it is my command."

"My choice is already made," said Tell, letting the bow fall from his hands; "let me die."

"But the child shall be slain before your eyes, traitor, if you will not shoot at him."

In despair, Tell asked for his bow once more.

Then two servants of Gessler led the lad away a hundred paces, and placed an apple on his head. They had some pity left in their hearts for the father, and so, as he had requested, they made the boy stand with his back to him.

A great crowd had gathered around the linden-tree beneath which the child was bound. The people turned pale with fear, as Tell's lips moved in prayer, and the dreadful silence was broken by the archer's clear voice, as it rang out: "Face this way, my boy."

The child turned instantly, and faced his father, his arms hanging straight and motionless, his head erect. He saw his father try his bow to see if it were true, and bring the bow-string into place—then he shut his eyes.

The awful stillness was broken once more—this time by the sharp twang of the bow-string, answered by a shout from the crowd:

"The arrow has cut the apple in two—the boy is safe."

This was not the end of the tyrant, but years afterward we find William Tell, the fearless hunter, lived happily with his family in his mountain home, surrounded by his countrymen, with whom he had fought for the freedom of Switzerland.

Group Work—

Group Teachers and Children:

Let the period be spent in reviewing the notebooks and getting the children to tell stories about the pictures and texts. Let each one choose the story which he likes best. See who can say most of the texts and give in this way a general review, keeping it bright and interesting.

Song—"But the Lord is mindful of his own." (For words and music see p. 218)

Birthday Offering and Welcome to New Pupils—

Song—"The King of Love my Shepherd is." (For words and music see p. 242)

Closing Sentences—

(See p. 11)

LESSON XVIII

The King and the Book

AIM OF THE LESSON

The aim of this lesson is to follow the suggestion of different ethical principles relating to conduct, made by preceding lessons, with the suggestion that there are *rules* for conduct, and that one king found his rules for conduct in a book. It will easily be seen by glancing forward that the object is to lead up to some thought of the book which forms the written basis of the Christian religion, and is therefore a book of conduct for the children as they grow older. This of course must be done very delicately and have for its purpose only the suggestion of an attitude toward the Bible as something of use and value.

PREPARATION OF THE LESSON

Read II Kings, chap. 22, and 23:1-27, and the Bible Dictionary under "Josiah" and "Deuteronomy." Construct for yourself a simple story of the occurrences connected with the finding of the book in the temple, and the reform of Josiah. It is not necessary to tell the children the exact nature of this reform. It was a reform brought about by a new knowledge of rules of conduct. The fact that the actual story of the reform has to do more with worship than anything else need not be emphasized with the children, but rather such fundamental and simple principles as those indicated in the passages from Deuteronomy suggested in the story.

Study also the form of ancient books.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

Leader and Children: Raise the question of rules. Let the children say whether they like rules or not, and give their reasons. Have some rules discussed with their value. Perhaps you may lead to the Golden Rule and a discussion of it. If possible lead the children to see that rules are helpful, that it is always easier if there is someone to tell us just what it is right to do, and that a rule will do this. Help them to feel that the hardest moments are those in which we do not know what is right and what is wrong, and have no one to ask who is wiser than ourselves. Carry the thought to parents who in their loving care make for us rules which keep us safe from danger, and in peace and happiness with our playfellows. If you prefer use illustrations from nature to show how all nature obeys the rules laid down for it, and develop this thought through different phenomena of nature.

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning
ray,
We praise thee with the fading light of day;
All things that live and move by sea and land
Forever ready at thy service stand.

Thy nations all are singing, night and day,
"Glory to thee, the mighty God, for aye!
By thee, thro' thee, in thee all beings are!"
The list'ning earth repeats the song afar.

Prayer—*All sing:*

(For music see p. 234)

Our Father, who art in heaven,
Hallowed be thy name.

All repeat:

Dear Father, I come with the morning light,
To ask thy hand to guide me aright;
Keep me from sinning, and show to me
How a little child may be helpful to thee.

Song—

(For music see p. 229)

Heavenly Father, I would pray
Come thou near to me,
Teach me what to do and say,
How to honor thee.

Blessed Jesus, I would ask
For a gentle will;
Help thou me my every task
Faithful to fulfil.

Text Exercise—For appropriate texts see p. 76.

Song Text—

(For music see p. 212)

Praise the name of the Lord,
Praise the name of the Lord, for He commanded
and they were created,
Mountains and all hills, fruitful trees
and all cedars,
Praise the name of the Lord.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall Jesus and the books which he read. Up to this time we have thought of them only as stories. Suggest now that there was another book which Jesus read and which he studied in school which had a very interesting history. He had often read the story of how it was found and used. Whenever Jesus looked at this book he would recall this wonderful story. Would you like to hear the story? It happened in Jesus' country hundreds of years before Jesus lived, when a good young king was the ruler of the people. Tell now very simply the story of the repairing of the temple in the time of Josiah and the finding of the Book of Law, which is supposed to be a large portion of the Book of Deuteronomy. Do not bring too many elements into the story, but only such as cleaning the house, finding the book, reading the book to the king, the king's grief that he had not had the book during all the years of his reign, because it contained rules by which he and his people should live, and by which he should govern his kingdom. Describe the king's attempt to clear everything out of his kingdom that was not approved by the book, and to obey all the rules of the book, and lastly his efforts to teach the people all over the land the rules of the book. Suggest that Josiah was a young king and try to make the children feel what a great relief and comfort it must have been to him to have this book to guide him and to help him to be a good king to his people. Raise the question as to whether there was anything in this book which interested Jesus, and why he had to learn whole

chapters from it in school. Ask the children if they would like to hear some of the things that were in the book. Read to them Deut. 5:16, 17, 19, and 6:4-9. I wonder if reading this book and learning the rules helped to make Jesus strong. Jesus made rules himself when he grew up, but the rule by which he lived was the very best of all. Let us sing it.

Song Text—

(For music see p. 241)

Whatsoever ye would that men should do unto you,
Do ye even so unto them.

Song—

(For music see p. 209)

Praise ye the Father, his love is everlasting;
Praise ye the Father, let all the earth give thanks to him;
Honor and glory be unto him forevermore.
O God of mercy, thy children raise their song to thee.

Great is the Lord who hath shown his glorious power,
Who giveth light to the world, and blessing to his people;
Great is the Lord, who hath given us the victory;
With love and power he ruleth the world.
Arise and praise ye the Father.

Glory to the Father, to the Father everlasting;
Glory to the Father, who hath made the earth and heaven.
Loudly let the voices ring; loudly praise our mighty Lord and King;
Children come before his presence with a song,
And praise ye the Lord.

Group Work—

Group Teachers and Children: Show the children in the Bible the Book of Deuteronomy and let them ask questions about the story of the morning. Tell them about the form of ancient books, the roll, and the material and method of writing upon it. Let them examine the scroll upon the new leaf and write or print whatever rule or command they each may choose.

Song—"Father, lead me day by day."

(For words and music see p. 204)

Birthday Offering and Welcome to New Pupils—

Song—"Can a little child like me?"

(For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON XIX

The Hero and the Book

AIM OF THE LESSON

The aim of this lesson is to suggest the passionate earnestness with which some men seek to live aright, and to persuade other people to do so. It is not expected that the children will appreciate this fully, but it will suggest to them the importance and dignity of right conduct and of devotion to it.

PREPARATION OF THE LESSON

Read Jer., chaps.; 7-10; 14; 18; 19; 20; 26; 35; 36; 37; 38. This seems a large amount of material, but it will repay you for the work. Construct from the contents of these chapters a brief and graphic story of the life of Jeremiah with its hardships, its perils, and its hair-breath escapes. Be careful to keep this story so simple as not to be above the plane of the children's interest. Read also in the Bible Dictionary the article on "Jeremiah."

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

Leader and Children: Let the children recall some of the rules about which they talked last Sunday, especially the Golden Rule, and raise questions as to how they would go to work to make other people obey those rules. Suggest various ways (let them also suggest), such as publishing them in a newspaper, teaching in the schools, printing in books. Lead to the thought of some sacrifice in order to teach, if one were really very anxious to have people know about the rules. What sacrifices would the children be willing to make to carry such news? This thought can only be suggested.

Song—

(For music see p. 229)

Heavenly Father, I would pray,
Come thou near to me,
Teach me what to do and say,
How to honor thee.

Blessed Jesus, I would ask
For a gentle will;
Help thou me my every task
Faithful to fulfil.

Prayer—

Leader: O our Father, we thank thee that thou hast given us such plain rules to guide us. Help us to remember more and more of them as we grow older, and especially let us never forget to love thee with all our hearts and to love all thy children, our neighbors, better than we love ourselves. Help us to remember Jesus' great rule also. For his sake we ask it. *Amen.*

Text Exercise—For appropriate texts see p. 76.

Song Text—

(For music see p. 241)

Whatsoever ye would that men should do unto you,
Do ye even so unto them.

Song—

(For music see p. 228)

From the bright blue heavens, with the angels mild,
God, our loving Father, looks on ev'ry child:
Lovingly he listens to each little pray'r;
Watches ev'ry footstep with a father's care.

With a father's kindness gives him daily bread,
Shields from ev'ry danger ev'ry little head;
Tell all little children of this Father true;
Who will ne'er forsake them if his will they do.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall again Jesus and the book of rules. Remind the children that you yourself read from the same book of rules and that you found that book in the Bible. How interesting that the very book which Jesus read and the book which had such a wonderful history is now a part of our own Bible where we can learn rules for conduct just such as Jesus learned.

Recall to the children again the various ways in which news is circulated in this country. How easy it is to read in the newspaper all over the world on

the same day something which was said or done in a certain place. Suppose that a very important book should be found in these days as the book was found in King Josiah's time. What would happen? Would it all be printed in the newspaper the next day and would everybody all over the country know about it, and would the preachers on Sunday all over the world preach about it, and so millions of people all at once learn the rules by which they should live? How was it in Jesus' day? Recall to the children very briefly how books were made in Jesus' day—written by hand on skins and rolled. If possible have a model of an ancient roll to show them. Suggest that the old book or roll about which we have been hearing was found five hundred years before Jesus' day, and the men who made it a business to copy books were few, so that the rolls were very, very few. How would King Josiah manage to get the news of that book all around the country, and to make people acquainted with the rules, so that they could live in the right way? The only way was to send men around each with a copy and let them read the book to the people. It would take a long time to make many copies, so that there would be just a few men and they must travel up and down the land, reading the book to little groups of people. There was one man, the story of whose life interested Jesus more than almost any other. It was one of the men to whom Josiah gave the task of teaching the people all over the country the rules of the book that was found. His name was Jeremiah. Would you like to hear the story of his life, how King Josiah died, how brave Jeremiah was, and how the people did not want to hear the book? They liked to live in the way they were living and did not want to change. They liked to lie, and steal, and be cruel to the poor, and worship images instead of God. Tell here the story of Jeremiah which you have constructed, laying the emphasis upon the courage and devotion of Jeremiah, never giving up his purpose, but through all difficulties and amid perils and hardships teaching everywhere, "Thou shalt love the Lord thy God with all thy heart and him only shalt thou serve."

Raise the question, As Jesus read over and over again this story about

Jeremiah did he say to himself, "Jeremiah knew so much more about God than all the people and loved God so much that he just *had* to teach them about God. When I grow up I shall teach the people what *I* know about God, and how he loves them. I wonder if Jesus did do the things when he became a man that he thought he wanted to do when he was a boy.

Song—

(For music see p. 218)

But the Lord is mindful of his own,
He remembers his children.
But the Lord is mindful of his own;
The Lord remembers his children,
Remembers his children.
Bow down before him, ye mighty,
For the Lord is near us!
Bow down before him ye mighty,
For the Lord is near us!
Yea, the Lord is mindful of his own
He remembers his children.

Group Work—

Group Teachers and Children: Let the children discuss their favorite books. Try to draw their attention to the differences in value between a story which teaches something—courage, love, thoughtfulness—and a story which teaches nothing. Let them name their favorite stories. Then raise the question whether Jeremiah's story would be interesting to read, and show them bits of it in the Bible, reading verses from the more exciting parts of it. If they wish to do so let them add the story of Jeremiah to the list of their favorite stories. Call their attention to the fact that the story of Jeremiah is a whole book of the Bible, and suggest that some day they will be able to read it all for themselves. Give them the page with the verses from Deuteronomy upon it. Tell them about the way in which it was probably bound upon the arm of Jesus and the boys of his time, and fastened to the door posts.

Raise the question as to whether they could remember a rule better if it was bound upon their arms, the Golden Rule, for instance. Suggest that practice keeps people from forgetting. Illustrate in any way which occurs to you.

Song Text—

(For music see p. 212)

Praise the name of the Lord,
Praise the name of the Lord, for he commanded
and they were created,
Mountains and all hills, fruitful trees
and all cedars,
Praise the name of the Lord.

Birthday Offering and Welcome to New Pupils—

Song—*"Praise ye the Father."*

(For words and music see p. 209)

Closing Sentences—

(See p. 11)

LESSON XX

Our Book, a Hero Story

AIM OF THE LESSON

The aim of this lesson is to lead the children from the story of the value set upon a book in the remote past, to the realization of our own book of conduct for which as great sacrifices have been made in modern times as in ancient. The children are too young to appreciate the Bible or to use it to any extent, but they have already begun to feel that the Bible is in some way peculiar, and it is well to give through this lesson and the two preceding it some content to their impression, letting the Bible stand to them as a book of *conduct* which will help them in the years to come. When they come to use it they will be interested in it as a story-book, but just now it may stand for the rule-book and so gain some intelligent as well as respectful attention without detracting from its interest to them in the future.

PREPARATION OF THE LESSON

Read all that you can about the lives of the translators of the English Bible. The following books are helpful:

Histories of the English Bible, by Moulton, Pattison, Stoughton, and Westcott and Price, *The Ancestry of our English Bible*. If none of these are available read in an encyclopedia under Wyckliff, Tyndale, Coverdale, and others of the translators.

Put yourself into the political and social atmosphere of the times of the Reformation and give your story of this day color not found in the bare history. If you can find a good story of a child in some of the stories of the Huguenots or of the days of the Reformation in England which presents the picture of the care which was taken to conceal the Bible because it was so precious, it will perhaps have a better effect than the story of the grown man

outlined below, the point being to enhance the value of the Bible in the minds of the children.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, Holy, Holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

The conversation for this lesson is not suggested since it may best arise out of local conditions and also depends somewhat upon the story for the day which you finally choose.

Song—

(For music see p. 217)

Can a little child like me,
Thank the Father fittingly?
Yes, oh yes! be good and true,
Patient, kind in all you do;
Love the Lord, and do your part;
Learn to say with all your heart:

For the fruit upon the tree,
For the birds that sing of thee,
For the earth in beauty drest,
Father, mother, and the rest;
For thy precious, loving care,
For thy bounty everywhere,

Chorus:

Father, we thank thee!
Father, we thank thee!
Father in heaven, we thank thee!

For the sunshine warm and bright,
For the day and for the night;
For the lessons of our youth,
Honor, gratitude, and truth;
For the love that met us here,
For the home and for the cheer,

(Chorus)

For our comrades and our plays,
And our happy holidays;
For the joyful work and true
That a little child may do;
For our lives but just begun;
For the great gift of thy Son,

(Chorus)

Prayer—

All: Dear Father, we are grateful to thee for the book which thou hast given us, the book which tells us so much about thee, and about Jesus' life upon this earth. Help us as we grow older to study and to read it with gladness, and perhaps, if we are able, to bear the message of the book to those who do not know it. In Jesus' name. *Amen.*

Song—

(For music see p. 204)

Father, lead me day by day,
 Ever in thine own good way,
 Teach me to be pure and true;
 Show me what I ought to do.

When in danger, make me brave;
 Make me know that thou canst save;
 Keep me safe by thy dear side;
 Let me in thy love abide.

When I'm tempted to do wrong,
 Make me steadfast, wise, and strong;
 And when all alone I stand,
 Shield me with thy mighty hand.

Text Exercise—For texts appropriate to this series see p. 76.

Song Text—

(For music see p. 212)

Praise the name of the Lord,
 Praise the name of the Lord,
 For He commanded and they were
 created,
 Mountains and all hills, fruitful trees
 and all cedars,
 Praise the name of the Lord.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader and Children: See if anyone in the room can tell you anything which was in the book that King Josiah found and that Jeremiah tried so hard to tell about. ("Thou shalt love," etc.) Call attention again to the fact that this is printed in your Bible and that you are reading from it. How strange that the book which Josiah found and Jeremiah taught about should be in our Bible. If Jeremiah were living today would he still be trying to tell people what was in our Bible. Perhaps there have been other people since Jeremiah's time, not so many hundred years ago, who have tried as hard as Jeremiah tried to make known what was in the Bible.

A story easy of access for this day would be the story of John Eliot, the Boston minister, who in the days of the early colonists conceived the idea of christianizing the Indians. At the cost of great labor and pains he preached to large numbers of them and translated the Bible into the tongue of the Massachusetts tribe. Some story of his life can be found in the public library,

and the location of the scene of his labors in our country will give added interests to the perils and hardships which he endured, for the sake of making known the contents of our Bible. If material for this cannot be easily found, select any of the heroes of the Reformation, of which there were many. Get the facts and then use your imagination in making your story. No one should be teaching children who has not a good historic imagination, but no one need despair of cultivating such a gift by reading and practice.

Song—

(For music see p. 218)

But the Lord is mindful of his own,
He remembers his children.
But the Lord is mindful of his own:
The Lord remembers his children,
Remembers his children.
Bow down before him, ye mighty,
For the Lord is near us!
Bow down before him, ye mighty,
For the Lord is near us!
Yea, the Lord is mindful of his own,
He remembers his children.

Group Work—

Group Teachers and Children: Let the children color the edges and binding of the book and print upon it the title, copying from your own Bible. Then let each child name to you the text which he likes best from all those which he knows. Let him write this upon the book, when you have found it for him in a Bible.

Song—

Suggesting that our song texts are from the Bible; let the children sing as many as they wish.

Birthday Offering and Welcome to New Pupils—**Song—***"Praise ye the Father."*

(For words and music see p. 209)

Closing Sentences—

(See p. 111)

SERIES V

JESUS TEACHING ABOUT THE POWER OF THE HEAVENLY FATHER

ORIENTATION: THE SEA OF GALILEE

Between the lessons of Series 3 and 4 lies the transition of thought from Jesus as a boy to Jesus as a man. It is important here that the child should definitely feel that the man Jesus is the same person as the boy, and that the things that entered into him as a boy are the things which make him the kind of man that he is. The gentle, courageous, thoughtful, helpful boy, with his sense of close relationship to God, and understanding of God, has developed into the wonderful man with whom the children are to be associated in their work the remainder of the year. For this reason it will always be helpful to go back now and then to the boyhood days, to review the stories and especially the home life of Jesus. The question of the power of Jesus, and his miracles, becomes now the question of how great and powerful a man can be who is closely in touch with the Heavenly Father, as was Jesus. Whatever questions concerning the miracles may arise in the mind of the child later, the supreme ethical importance of Jesus will overshadow these wonderful acts if rightly presented and hold its sway in the life of the growing youth.

The Sea of Galilee is chosen as the orientation for these stories because of the variety of manifestations which could be located there, and because the children can easily picture in their minds a great body of water like the sea. Additional reality is given to the stories because of this repeated reference to a natural object of which they have some conception or experience.

LESSON XXI

The Great Doctor in the City by the Sea

AIM OF THE LESSON

The aim of this lesson is to show Jesus a man, the great doctor demonstrating his close relation to God by the use of his highest spiritual powers, thus commanding the admiration of the children and stimulating their own ambition to come into closer relationship with God.

PREPARATION OF THE LESSON

Read in the Bible Dictionary articles on the "Sea of Galilee," and the "City of Capernaum," to get local coloring. Note that in the time of Jesus the city was probably a flourishing social and commercial center, near to the sea, where possibly a large fishing industry was carried on. The city was beautiful and is said to have been one of the summer homes of Herod the tetrarch or governor.

For the events of your story it will be necessary for you to use your imagination to fill out details, but read Mark 1:21—2:14. There are suggestions here for many stories; only one can be chosen, but the rest will assist in giving material for a vivid descriptive background. Study and think over these accounts until you have a clear impression of the scenes suggested, of the streets in the old city, the many different kinds of people coming to Jesus with their ailments and their sorrows, going away each time healed in body and refreshed in spirit.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Direct the conversation to the boys especially, letting them suggest what they would like to do when they are grown men—

what business or profession they would like to follow. The girls may say what they would like their brothers to be. Let the impression be left with the children that the best thing to be is something which helps people to be happier and better, and so makes the whole world a better place to live in.

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning
ray,
We praise thee with the fading light of day;
All things that live and move by sea and land
Forever ready at thy service stand.

Thy nations all are singing night and day,
"Glory to thee, the mighty God, for aye!
By thee, thro' thee, in thee all beings are!"
The list'ning earth repeats the song afar.

Prayer—(Repeat, do not sing)—

Heavenly Father, I would pray,
Come thou near to me,
Teach me what to do and say,
How to honor thee.

Blessed Jesus, I would ask
For a gentle will;
Help thou me my every task
Faithful to fulfil.

Song—

(For music see p. 239)

Can you count the stars that brightly
Twinkle in the midnight sky?
Can you count the clouds so lightly
O'er the meadows floating by?
God the Lord doth mark their number,
With his eyes that never slumber.
He hath made them every one.

Do you know how many children
Rise each morning, blithe and gay?
Can you count the little voices,
Singing sweetly day by day?
God hears all the little voices,
In their pretty songs rejoices.
He doth love them, every one.

Text Exercise—

New texts appropriate to this series are:

Eph. 6:10: Be strong in the Lord.

Matt. 5:8: Blessed are the pure in heart.

John 16:33: Be of good cheer, I have overcome the world.

Rom. 12:21: Be not overcome of evil, but overcome evil with good.

John 10:11: I am the good shepherd.

John 10:14: I know my own, and my own know me.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Raise the question as to whether any of the children have

seen the sea, the ocean, a great lake, or a large body of water of any kind. Suggest to them the beautiful Sea of Galilee and a visit there for several Sundays. Suggest very briefly the boats, the fishermen, the dancing waves, the blue color, and the fresh breezes, and then a beautiful city upon a cliff above the shore with its costly palaces and its humble homes, its thronged streets, the merchants coming and going, the camels, the donkeys, the bright clothing, the chattering of the bargainers, and so on.

Recall now to the children the long time they have spent with Jesus as a boy, and suggest that we are going to see what kind of a man he became. We know that almost always boys who are strong and courageous and earnest and intelligent make especially fine men. We wonder if Jesus was as great a man as we should have expected him to be from our acquaintance with him as a boy. Remind the children that one of the most wonderful things about Jesus was his feeling that God was like a father, who loved the people in the world and longed to have everybody love him. Raise the question if people think a great deal about a person and admire that person very much, are they likely to become something like the person, and if Jesus thought about God a great deal and considered him very wonderful, would he perhaps become something like God himself? Jesus, when he became a man, lived in the city by the sea, the beautiful, rich, gay city by the sea. What did he do there? Give here your graphic picture of the Great Physician from Mark, chaps. 1 and 2. Fill it with life and color and your own intense sympathy and joy in the experiences of Jesus, renewing health, banishing disease, uplifting heavy hearts, and as a climax give the story of Mark 2:1-12. In giving this latter story, do not lay any emphasis upon the relative positions of forgiveness of sins and the healing of the body in it. This is a question beyond the grasp of the little children. Make your story live as a story of a great physician restoring to health a hopeless invalid. Bear in mind that with so young children you are trying to make *impressions*, not to teach theology or history, and the impression which you desire to make here is of the great, kind, helpful, sympathetic spirit of Jesus acting with a power like God's upon all who come to him for help.

Song—

(For music see p. 240)

When morning gilds the skies,
 My heart awaking cries
 May Jesus Christ be praised!
 Alike at work and pray'r,
 To Jesus I repair;
 May Jesus Christ be praised!

Whene'er the sweet church bell
 Peals over hill and dell
 May Jesus Christ be praised!
 O, hark to what it sings,
 As joyously it rings,
 May Jesus Christ be praised!

Group Work—

Group Teachers and Children: Let the children tell you all that they can of Jesus' deeds of healing. Perhaps some will remember other stories of great cures wrought by him. Perhaps you will wish to do this yourself. Suggest that we would like to have something to remind us of the great Healer. Give out the pages and let the children construct the picture with crayon and paste. Give poem assigned.

Song—"*But the Lord is mindful of his own.*" (For words and music see p. 218)

Birthday Offering and Welcome to New Pupils—

Song—"*Praise ye the Father.*" (For words and music see p. 209)

Closing Sentences—

(See p. 11)

LESSON XXII

The Great Day of Fishing

AIM OF THE LESSON

The aim of this lesson is further to impress upon the minds of the children the picture of Jesus as a man of power, but at the same time a man of purpose and one commanding admiration, not only for his wonderful deeds, but still more for his great desire to help people by teaching them what God was like.

PREPARATION OF THE LESSON

Recall to your mind again the Sea of Galilee with all its surroundings, the local color, the cities, the fishing industry, the great variety of inhabitants, soldiers, citizens following the court of the king, who was a Roman subject, and at the other extreme the humble people engaged in daily toil. Through this lesson your thought will rest chiefly upon the simple scenes along the shore and among the fishermen.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Discuss with the children some things which they know about animals, the instinct of protection of their young, and their knowledge of how to take care of themselves, what food to eat, etc. Raise the question, Who taught them all these things? Was it God? Why did he take such pains to teach such little things as birds and bees?

Song—

(For music see p. 215)

I think, when I read that sweet story of old,
 When Jesus was here among men,
 How he called little children as lambs to his fold,
 I should like to have been with them then.

I wish that his hands had been place on my head,
 That his arms had been thrown around
 And that I might have seen his kind looks when he said,
 "Let the little ones come unto me."

Yet still to his footstool in prayer I may go,
 And ask for a share in his love;
 And if I earnestly seek him below,
 I shall see him and hear him above,
 In that beautiful place he is gone to prepare
 For all who are washed and forgiven;
 And many dear children are gathering there,
 "For of such is the kingdom of heaven."

Prayer—(Repeat, do not sing.)

Heavenly Father, I would pray,
 Come thou near to me,
 Teach me what to do and say,
 How to honor thee.

Blessed Jesus, I would ask
 For a gentle will;
 Help thou me my every task
 Faithful to fulfil.

Song—

(For music see p. 204)

Thou that once on mother's knee
 Wert a little one like me,
 When I wake or go to bed,
 Lay thy hand about my head;
 Let me feel thee very near,
 Jesus Christ, my Savior dear.

Be beside me in the light,
 Close beside me all the night;
 Make me gentle, kind, and true,
 Do what mother bids me do;
 Help and cheer me when I fret,
 And forgive, when I forget.

Thou art near me when I pray,
 Though thou art so far away;
 Thou my little hymn wilt hear,
 Jesus Christ, my Savior dear;
 Thou that once on mother's knee,
 Wert a little one like me.

Text Exercise—For texts appropriate to this series see p. 112.**Song Text—**

(For music see p. 212)

Praise the name of the Lord,
 Praise the name of the Lord,
 For he commanded and they
 were created,
 Mountains and all hills, fruitful trees
 and all cedars,
 Praise the name of the Lord.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall to the children the sea, the city by the sea, and Jesus who lived there. Raise the question as to whether they would like to take a walk today along the shore of that sea. Suggest that in the days when Jesus lived people did not know that God loved *all* the world. Jesus was the only man who knew it. We have seen how patient and kind and loving Jesus was. Do you think that he too would love all the people in the world and want to teach them how much God loved them? But how could he do it? He was only one man. Perhaps he could teach a few people and then get them to teach others, but then Jesus was a poor man. Jesus had no fine house, he had no money to pay people to come and learn what he had to say. How would he ever get people to learn from him about God and then go and teach the world? Perhaps Jesus was thinking about these things on the day that we are to walk with him along the shore. I wonder what he would see. Let us think how many things he could see as he walked along. Picture now the scene as vividly as you can, the boats, the fishermen, perhaps a calm, the people along the shore taking care of the fish, selling it, perhaps cooking it, the men mending their nets and getting ready to launch their boats. Raise the question as to whether Jesus would be likely to walk alone along the sea when he had become so famous as a great physician. Perhaps there would be people following him, although it was the early morning. Let us stop with Jesus for a moment while he talks with a little group of men as they wash their nets on the sand. Not far from the shore there are two boats riding at anchor. He must have asked them if he could use one of their boats, for the story tells us that he got into one of the boats and from there taught all the people who had been crowding about him on the beach. They sat on the sand, the men and women and the children, and listened while Jesus told them his wonderful story about how God loved the world and cared for them all. But by and by he was tired of talking. Tell now the story in Luke 5:4-10. What do you sup-

pose these fishermen thought about Jesus then? Do you think that if Jesus said, "Come with me and help me teach the world," that they would wait one minute? Would you have waited a minute if you had been one of those fishermen? Well, neither did the fishermen. They left *all*, boats and nets and all the fishes, and followed Jesus. Their names were Peter and James and John, and all the rest of Jesus' life these three men were his very best friends.

Song—

(For music see p. 240)

When morning gilds the skies,
My heart awaking cries,
 May Jesus Christ be praised!
Alike at work and pray'r
To Jesus I repair;
 May Jesus Christ be praised!

Whene'er the sweet church bell
Peals over hill and dell
 May Jesus Christ be praised!
O, hark to what it sings,
As joyously it rings;
 May Jesus Christ be praised!

Group Work—

Group Teachers and Children: Try to give the children some notion of what it meant to Peter and James and John to follow a wandering teacher about the land. If they are old enough to comprehend it suggest another way in which we today speak of following a man, that is believing in his words and acting upon them.

When their interest is sufficiently aroused give them the new page and let them illuminate this text to suit their own fancy.

Song—"The King of Love my Shepherd is." (For words and music see p. 242)

Birthday Offering and Welcome to New Pupils—

Song—"The birthday of a King." (For words and music see p. 231)

Closing Sentences—

(See p. 11)

LESSON XXIII

The Winds and the Waters Obey Him

AIM OF THE LESSON

The aim of this lesson is again to command the admiration of the children for Jesus, and to remind them of his close relation to God, and his wonderful acts interpreting God to his friends and to the world.

PREPARATION OF THE LESSON

Put yourself again into the atmosphere of the life of Jesus, with its great purpose to convey the message of the love of God to the world, not only by word but by illustration, and again place yourself by the Sea of Galilee and recall the surroundings and happenings there.

Read especially Luke 8: 19-25 and Mark 4: 35-41, containing a suggestion of the all-inclusiveness of the love of Jesus, of his heavy labors and weariness, and of his great power over nature. Remember that this lesson as well as the preceding one contains a story which may have been idealized by the friends of Jesus, but whose thought of Jesus must have been permeated by an overpowering sense of his command of nature and life.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Praise ye the Father."

(For words and music see p. 209)

Informal Conversation—

Leader and Children: Suggest the power of God over nature as manifested especially in the *great* phenomena of nature, keeping the seas within bounds, holding the rivers to their courses, bringing the rain to moisten the earth, the

winds to purify the air. Perhaps some recent storm has aroused the interest of the children. Contrast the frailty of man before such phenomena, with the power of God. Raise the question, Suppose that men knew more about God, and the way in which he creates and controls the forces of nature, could they help to control these forces? If the older children have anything to suggest let them do so, but only for a moment. This is to be the chief thought of the group work.

Song—

(For music see p. 222)

We plough the fields and scatter
The good seed o'er the land;
But it is fed and watered
By God's almighty hand.
He sends the snow in winter,
The warmth to swell the grain,
The breezes and the sunshine,
And sweet, refreshing rain.

Chorus:

All good gifts around us
Are sent from heaven above.
Then thank the Lord,
Oh, thank the Lord for all his love.

He only is the maker,
Of all things near and far;
He paints the wayside flower
He lights the ev'ning star;
The winds and waves obey him
By him the birds are fed;
Much more to us, his children,
He gives our daily bread.

(Chorus)

We thank thee, then, O Father,
For all things bright and good,
The seed-time and the harvest,
Our life, our health, our food;
Accept the gifts we offer,
For all thy love imparts,
And what thou most desirest,
Our humble, thankful hearts.

(Chorus)

Prayer—*(Teacher leading children, phrase by phrase.)*

O our Father, we want to know more about thee. We want to have our eyes open that we may see thee work. We want to help thee. O Father, teach us how to help thee work, and help us to grow stronger and wiser and better every day. For Jesus' sake, we ask it. *Amen.*

Song—

(For music see p. 229)

Heavenly Father, I would pray,
 Come thou near to me,
 Teach me what to do and say,
 How to honor thee.

Blessed Jesus, I would ask
 For a gentle will;
 Help thou me my every task
 Faithful to fulfil.

Text Exercise—For texts appropriate to this series see p. 112.**Song Text—**

(For music see p. 212)

Praise the name of the Lord,
 Praise the name of the Lord, for he commanded
 and they were created;
 Mountains and all hills, fruitful trees
 and all cedars,
 Praise the name of the Lord.

Song—

(For music see p. 204)

Thou that once on mother's knee
 Wert a little one like me,
 When I wake or go to bed,
 Lay thy hand about my head;
 Let me feel thee very near,
 Jesus Christ, my Savior dear.

Be beside me in the light,
 Close beside me all the night;
 Make me gentle, kind, and true,
 Do what mother bids me do;
 Help and cheer me when I fret,
 And forgive, when I forget.

Thou art near me when I pray,
 Though thou art so far away;
 Thou my little hymn wilt hear,
 Jesus Christ, my Savior dear;
 Thou that once on mother's knee,
 Wert a little one like me.

Lesson Story—

Leader: Carry the children again back to the Sea of Galilee and along the shore, and as you watch the boats coming and going and all the scenes of busy life, recall to them a day in the life of Jesus when he had been teaching many hours. "Was Jesus tired of the people, and did he think, 'Oh how I hate these people! I wish they would stay away'? Let us see what he said. 'All the people who listen to what I say about God and what he wants them to do, and try to do it, all these people are like my mother and my brothers, they are so dear to me.' But did Jesus never get tired, just tired in body and in

mind? This was one of the days when he *was* very, very tired." Continue now with the story of the experience of Jesus and the disciples on the stormy sea, contained in Luke 8:22-25, expanding it carefully, not fantastically, and in as dignified a manner as possible. "What would you have thought about Jesus if you had been there? These were his friends who were with him in the boat. How great to be the friends of such a man, to know him, to talk with him, to see his wonderful deeds, and to feel that he really loved them. But Jesus afterward said these words, 'Ye are my friends if ye do whatsoever I command you.' Let us say them together."

Song—

(For music see p. 240)

When morning gilds the skies,
My heart awaking cries,
 May Jesus Christ be praised!
Alike at work and pray'r,
To Jesus I repair;
 May Jesus Christ be praised!

Whene'er the sweet church bell
Peals over hill and dell,
 May Jesus Christ be praised!
O, hark to what it sings,
As joyously it rings,
 May Jesus Christ be praised!

Group Work

Selecting the phenomena of the wind and the storm, with the thunder and lightning, give the children a glimpse of what has come to pass because men have learned something about how God works. The wind carrying ships and balloons, the lightning teaching us about electricity. Guide the children as they think of and put down on the new page all the ways in which man has learned to control and to use the powers of nature. With the very little children select just one very simple phenomenon, but let the older children think more widely.

Song—"The King of Love my Shepherd is."

(For words and music see p. 242)

Birthday Offering and Welcome to New Pupils—

Song—"Can a little child like me?"

(For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON XXIV

Jesus' Call to Life

AIM OF THE LESSON

The aim of this lesson is to compel still further the admiration of the children for Jesus, this time in his power over human life. Here as before the purpose must, however, be to relate that power to Jesus' great sympathy and love, and his desire to demonstrate the loving character of God, the Father.

PREPARATION OF THE LESSON

Recall again Capernaum by the sea. Read in the Bible Dictionary under "Synagogue," and note the position of the ruler of the synagogue in the community, the respect which he would command, the style in which he would live, etc. Read Mark 5:21-24, 35-43 and Matt. 9:18-27.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Introduce a nature theme in which life seems to come from death, thus introducing the subject of death to the children in the form of a promise of life rather than with any thought of the end of life. Suggest God back of it all, giving life and more life as things pass from stage to stage.

Song—"But the Lord is mindful of his own."

(For music see p. 218)

Prayer—*Leader and Children:*

Heavenly Father, I would pray
 Come thou near to me.
 Teach me what to do and say,
 How to honor thee.

Blessed Jesus I would ask,
 For a gentle will;
 Help thou me my every task
 Faithful to fulfil.

Song—

(For music see p. 249)

God sends his bright spring sun
 To melt the ice and snow,
 To start the green leaf buds,
 And make the flowers grow.

God sends his love to us,
 To make our goodness grow.
 Let us be sweet like flow'rs,
 That in the garden blow.

Text Exercise—For texts appropriate to this series see p. 112.

Song Text—

(For music see p. 247)

Suffer the little children to come unto me,
 And forbid them not,
 For of such is the kingdom of heaven.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Carry the children back again to the city by the sea and let them walk with Jesus through the streets where he is so well known, and where he can scarcely go without meeting someone who is seeking him, someone sick, or in trouble, who wants to be cured or comforted. Raise the question as to what seems to us to be the greatest trouble which people can have, for instance a father or mother. Might it be the death of a child, of a son or a daughter? It is very hard for father and mother then to understand that the life is going on just the same, somewhere in God's presence, and they are filled with sorrow because they themselves can no longer see the dear child.

Tell now the story of the grief which had come into the home of Jairus making it a vivid picture before the children. Then relate the story of his coming to Jesus. Picture the strong sympathy of Jesus and his desire to comfort the father and the mother. Recall that Jesus had already healed many, many diseases which people all about him thought could not be healed. Remember that he had already felt that in himself, with his great love for,

and understanding of God, and his desire to teach about him, was also something of the power of God. He knew that he was able to keep the little girl's life upon earth and that to do so would show his great love for these people. Should he bring back this life that seemed to have gone and so make happy again the father and the mother? What did he say to Jairus? Then tell the rest of the story as simply and forcefully as you can. How great to know so much about God and to live so close to him that one could share in his power. Give out poem.

Song—

(For music see p. 215)

I think, when I read that sweet story of old,	I wish that his hands had been placed on
When Jesus was here among men,	my head,
How he called little children as lambs to	That his arms had been thrown around
his fold,	And that I might have seen his kind looks
I should like to have been with them then.	when he said,
	"Let the little ones come unto me."

Yet still to his footstool in prayer I may go,
 And ask for a share in his love;
 And if I earnestly seek him below,
 I shall see him and hear him above,
 In that beautiful place he is gone to prepare
 For all who are washed and forgiven:
 And many dear children are gathering there,
 "For of such is the kingdom of heaven."

Group Work—

Group Teachers and Children: Let the children recall the story by filling in the blanks. You can help them to fill in the words from the Bible, and they will have an added interest in the fact that the story can be read from the Bible. Those who cannot print may dictate while you fill in for them.

Song—"*When the earth wakes up in gladness.*" (For words and music see p. 243)

Birthday Offering and Welcome to New Pupils—

Song—"*When morning gilds the skies.*" (For words and music see p. 240)

Closing Sentences—

(See p. 11)

SERIES VI

SOME THINGS WHICH JESUS SAID ABOUT THE LOVE AND CARE OF THE HEAVENLY FATHER

ORIENTATION: THE FIELDS

This group of lessons more fully than any preceding one is drawn from things relating to Nature. This is done partly because the lessons fall in the spring season, when the attention of the children can so easily be directed to wonderful phenomena of awakening Nature, and second, because the Easter season occurs in this group. Since we are still to have a number of lessons in which we shall be with Jesus in our thought, it would be incongruous to introduce on Easter Sunday the story of his resurrection, which must of course carry with it the story of his death. We must therefore in this series depend upon Nature for our Easter lesson. This series also gives us an opportunity to introduce Jesus in a new environment, that of the fields and the wide out-of-doors.

LESSON XXV

The Lily Fields

AIM OF THE LESSON

The aim of this lesson is to emphasize the loving care of God for his children the flowers, which although springing up for a few days only, are clothed in garments of the most exquisite color and texture, performing their mission of beauty and delight and scattering seed for the future.

PREPARATION OF THE LESSON

Read I Kings, chaps. 3 and 4, which gives something of an idea of the glories of the reign of Solomon, and also 7:1-12. Picture to yourself the

gorgeousness of life at Solomon's court, the color, the extravagance, the gaiety. Then read Matt., chap. 6. Two of the lessons in this series have their basis in this chapter. In this lesson the emphasis will be upon vs. 28-34.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"When the earth wakes up in gladness." (For words and music see p. 243)

Informal Conversation—

Leader and Children: At this season of the year it would be very interesting to the children to bring to the class each week new flowers which they can talk about and learn to recognize, discussing the habits of the flowers, their beauty, the homes which they like best, the mission which they have to perform, and if possible some special flower which through its location has been a special minister of happiness to someone.

Song—

(For music see p. 245)

The little flowers came from the ground,
At Easter time, at Easter time,
They raised their heads and looked around
At happy Easter time.
And then each little bud did say,
"Good people, bless this holy day,
For Christ is ris'n, the angels say,
This holy, holy Easter Day."

Prayer—

Leader and Children: (repeat, line by line, as a prayer.)

Loving Jesus, meek and mild,
Look upon a little child,
Make me gentle as thou art,
Come and live within my heart.
Take my childish hand in thine,
Guide these little feet of mine;
So shall all my happy days,
Sing their pleasant song of praise.

Song Text—

(For music see p. 212)

Praise the name of the Lord,
 Praise the name of the Lord, for he commanded
 and they were created;
 Mountains and all hills, fruitful trees
 and all cedars,
 Praise the name of the Lord.

Song—

(For music see p. 242)

The King of Love my Shepherd is,	Perverse and foolish, oft I stray'd,
Whose goodness faileth never;	But yet in love he sought me,
I nothing lack if I am his,	And on his shoulder gently laid,
And he is mine forever.	And home, rejoicing, brought me.

And so, through all the length of days,
 Thy goodness faileth never;
 Good Shepherd, may I sing thy praise
 Within thy house for ever.

Text Exercise—

The following are new texts from which appropriate selections may be made:

Matt. 5:7: Blessed are the merciful, for they shall obtain mercy.

Matt. 6:26, 28, 29: Behold the birds of the heaven, that they sow not, neither do they reap, nor gather into barns: and your heavenly Father feedeth them. Are not ye of much more value than they?

Consider the lilies of the field, how they grow. They toil not, neither do they spin, yet I say unto you, that even Solomon in all his glory was not arrayed like one of these.

Mark 10:14: Suffer the little children to come unto me, and forbid them not, for to such belongeth the kingdom of God.

John 11:26: Whosoever liveth, and believeth on me, shall never die.

John 14:6a: I am the way, the truth, and the life.

John 14:19c: Because I live, ye shall live also.

Song Text—

(For music see p. 213)

The year's at the spring
 And day's at the morn,
 Morning's at seven,
 The hill-side's dew-pearl'd;
 The lark's on the wing;
 The snail's on the thorn;
 God's in his heav'n—
 All's right with the world.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall to the children the fact that it is some time since we have talked about the stories which Jesus read and heard when he was a boy. Let the children name some of those stories and talk about them, telling which they like best. Suggest that Jesus often thought when he was a boy about the kings of his country, and when he became a man he thought still more about the kings because some people said that he ought to be king. One day they even tried to make him say that he would be king. It seems as if that would have been fine, but Jesus did not think so. He knew that his country was not strong enough or big enough to have a king all its own, and he remembered how many of the old kings had fought hard to keep the country, but could not. He knew that if he was king he would have no chance to go about among the poor and the sick and the lonely and to teach all day, day after day, about the love of the Heavenly Father, so he said, "No, I will not be your king. I will go on with my teaching." Perhaps sometimes the thought of the great King Solomon came into his mind. Shall I tell you about King Solomon? Give here a word picture of the great King Solomon and his court. Emphasize the richness and magnificence of it. (Make this the main feature of the lesson story.) "Do you suppose that Jesus who was a poor man and gave all his time to teaching and to wandering about the country, talking, walking, day after day, ever thought how fine it would be to be like King Solomon? Jesus and his disciples often walked through the fields where there were lilies. You should have seen those lilies, hundreds of them, red, bright, and nodding their heads as Jesus and his disciples passed them by. I think that they stopped to pick some and to talk about their beauty, just as we do when we take a walk. Jesus' friends thought it very strange that he did not want to be a king and did not long to be rich and think it hard to be poor. This is what he said one day. He was thinking about the beautiful lilies. 'Why do you feel anxious about what you will

wear? Look at the lilies. They do not worry. They just spring up and send out their beautiful blossoms, and look at them! Not even King Solomon in all his glory had so beautiful a garment as these. Don't you believe that if God the Father puts such beautiful clothing upon a little flower that is here today and tomorrow withers and dies, he will give you what is necessary? Does he not care more for you than for the flower, you who have a long life to live and can do great good in the world?' I wonder what the friends of Jesus thought then. I wonder if God thinks more of us than he does of these flowers, yet even they are beautiful and they have all that they need. Surely then, God the Father will take care of us and give us what he thinks we need." (This story needs expansion, but it can best be done to suit local conditions.)

Song—

(For music see p. 248)

All is bright and cheerful round us,
 All above is soft and blue;
 Spring at last hath come and found us,
 Spring and all its pleasures, too;
 Ev'ry flower is full of gladness,
 Dew is bright and buds are gay;
 Earth, with all its sin and sadness,
 Seems a happy place today.
 Alleluia! Alleluia! Alleluia! *Amen.*

If the flowers that fade so quickly,
 If a day that ends in night,
 If the skies that clouds so thickly
 Often cover from our sight,
 If they all have so much beauty,
 What must be God's land of rest,
 Where his sons that do their duty,
 After many toils are blest?
 Alleluia! Alleluia! Alleluia! *Amen.*

Group Work—

Group Teachers and Children: Let the children have the new page and discuss what would be the most beautiful color for the lilies. Suggest that the lilies which Jesus saw were probably red. Would this be a good color for a king's robe? Finally let them use their own taste.

Song—"The birthday of a King."

(For words and music see p. 231)

Birthday Offering and Welcome to New Pupils—

Song—"I think when I read that sweet story of old."

(For words and music see p. 215)

Closing Sentences—

(See p. 11)

LESSON XXVI

The Easter Story

AIM OF THE LESSON

The aim of this lesson is to lead the children to the thought of life ever renewing itself in nature and in human history, especially in response to the love and care of God and man.

PREPARATION OF THE LESSON

Here again as in previous cases where an outside story was used the chief preparation for the day is to get into the spirit of the theme and then to thoroughly master the story.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—“*When morning gilds the skies.*” (For words and music see p. 240)

Informal Conversation—

Leader and Children: Call from the children the many reasons which we have for being happy on Easter Day. Let as many children as will contribute, drawing them into details of sky and sunshine, birds, trees, flowers, life coming everywhere out of apparent death, the church, the music, and lastly the promise of Jesus, “For lo! I am with you always, even unto the end of the world.”

Song—

(For music see p. 245)

The little flowers came from the ground,
At Easter time, at Easter time,
They raised their heads and looked around,
At happy Easter time.

And then each little bud did say,
“Good people, bless this holy day,
For Christ is ris’n, the angels say,
This holy, holy Easter Day.”

Prayer—

All: O our Father, we would be happy today, happy because all things speak of life and the future! We love thy beautiful world and thee. Help us to love and serve all people in the world and so to best serve thee. In Jesus' name. *Amen.*

Song—

(For music see p. 248)

All is bright and cheerful round us,
 All above is soft and blue;
 Spring at last hath come and found us,
 Spring and all its pleasures, too;
 Ev'ry flower is full of gladness,
 Dew is bright and buds are gay;
 Earth, with all its sin and sadness,
 Seems a happy place today.
Alleluia! Alleluia! Alleluia! Amen.

If the flowers that fade so quickly,
 If a day that ends in night,
 If the skies that clouds so thickly
 Often cover from our sight,
 If they all have so much beauty,
 What must be God's land of rest,
 Where his sons that do their duty,
 After many toils are blest?
Alleluia! Alleluia! Alleluia! Amen.

Text Exercise—For texts appropriate to this series see p. 128.

Let the text exercise begin with either Ps. 100, or 95:1-6, whichever the children best know and of which they can feel the spirit.

Song—

(For music see p. 246)

Christ the Lord is risen today,
Alleluia,
 Sons of men and angels say,
Alleluia,
 Raise your joys and triumphs high,
Alleluia,
 Sing, ye heav'ns, and earth reply,
Alleluia. Amen.

Hymns of praise then let us sing,
Alleluia,
 Unto Christ, our heav'nly King,
Alleluia,
 Who endured the cross and grave,
Alleluia,
 Sinners to redeem and save,
Alleluia. Amen.

Lesson Story—

This story is in some parts rather above the heads of the children and in others too elementary in its form. The idea which it contains and the movement of the story can easily be adapted by the teacher to her particular class or school.

THE WALNUT-TREE THAT WANTED TO BEAR TULIPS¹

BY SARAH E. WILTSE

Many years ago, when your grandmamma's grandmamma was a little girl, there stood a tall young Walnut-Tree in the backyard of a tulip-dealer.

Now the Walnut thought he had never seen anything so beautiful as the little Tulips that were set out in the yard to be kissed by the Sun, who each day paid a visit of an hour to the Walnut.

The wonder is that the Sun did not stay longer to watch the pretty shadow-pictures which the Walnut began to make on the grass as soon as the Sun said "good morning."

Another wonder is, that the great Walnut ever thought of looking down at the dear little Tulips, when he might have looked up at the greater Sun. But so he did, and you and I will never know the why of a great many things smaller even than that, until we go up higher, to be taught by the dear Friend who knows everything.

However, the Tulips were very lovely, I assure you, with their scarlet and golden cups.

One day a wonderful sister Tulip was brought out. What color was she, do you suppose?

"Crimson?"

"No."

"Purple?"

"No."

I am sure you will not be able to guess, so I will tell you.

She was black, and she was softer than velvet, and more glossy than satin.

When the Walnut saw this beautiful Tulip, every little leaf danced in the air for joy, and every little branch bent low. You've seen the trees bending to kiss the children and the flowers that way, I am sure.

The Walnut did something else, which I will tell you, if you will promise not to tell the Hickory or the Chestnut. He dropped a little leaf at the Tulips' feet, which was written all over with a wonderful language that nobody but trees and flowers, birds and bees, and perhaps Mr. Tennyson or Mr. Kingsley, could read.

The Tulip did not seem to care about the leaf or the letter written on it, and we cannot tell whether she sent an answer back to the Walnut or not; be that as it may, the Walnut was not quite so happy after he sent the letter, but he began growing better.

And do you not think it wiser in our best Friend to make us good instead of happy, sometimes?

The Walnut used to say after this happened, "I'll bear Tulips myself."

How would a Walnut-Tree look with Tulips among its leaves?

You think that could never, never happen? We shall see.

Walnut struck his roots deeper, and spread his branches broader and broader, until he was quite wonderful to look upon. Sometimes the Wind used to hear him singing something like this, which was set to the most beautiful, rustling little tune you ever heard:

¹By permission of Ginn & Co., from *Kindergarten Stories and Morning Talks*, by Sarah E. Wiltse.

We'll bear Tulips yet;
 Leaves and I can ne'er forget;
 Roots, be not weary;
 Heart, be thou cheery;
 The blessing may tarry,
 But we'll bear Tulips yet—
 Leaves, roots, and heart, do not forget.

A hundred years went by, but there were no Tulips among the leaves of the Walnut-Tree. A hundred years is a long time for trees to wait, is it not? We can afford to wait longer for some things than can the trees, for we never, never really and truly die. Now at the end of the hundred years this Walnut fell to singing another refrain which the years had been teaching him:

I bear no Tulips yet;
 And though I ne'er forget,
 As thou wilt, Master, let it be;
 Tulips or only leaves for me,
 Still I will cheery be;
 Do thou thy will with me;
 Leaves, roots, and heart, I yield to thee.

This dear Walnut had been very brave and stout-hearted. He had left nothing undone which any Walnut-Tree could do, and he had grown very fine in fiber and perfect in form, so that one day a wood-carver said, "That perfect tree is just what I want for my work. The brave old Walnut was cut down and sawed and chipped; but he did not mind; for what do you suppose the wood-carver was making?"

Black Tulips, to be sure!

You never saw any black Tulips?

Then I advise you to look sharply at every bit of wood-carving you can find; for those very Tulips are somewhere, feeling very happy that they can bloom all the year round, while some of the Tulips we know have to sleep half the year at least.

The tulips carved from the heart of the patient Walnut-Tree adorned the temple for which they were fashioned more years than the tree had struggled with the storms of its old life.

The carved petals grew darker with age, and the Walnut's heart became more peaceful with "self-devotion and with self-restraint." On Easter day the altar was adorned with living Tulips whose hearts were aflame with life and love; the cup of a splendid black Tulip was lifted to touch the dark wood of the carved altar, and the heart of the old Walnut throbbed with a divine discontent which was so softened by divine patience that it hardly knew it sang:

Father, I'm waiting yet,
 Hoping thou'lt not forget,
 Others I strive to bless,
 Asking no happiness
 But what thou wilt.
 Craven and still I stand
 My life in thy dear hand.

Thus it poured out its melody while the people worshiped, and when a misplaced candle set fire to the altar draperies, and the great cathedral shriveled and crackled in the flames, the Walnut yielded its Tulips to the elements without fear, almost without hope, but with an infinite satisfaction in having given itself bravely and uncomplainingly to the Father's great plans, which must include a higher happiness for somebody than the heart of a Walnut could devise or perhaps even hold.

The ashes of the Walnut-Tree lay white and ghastly upon the charred earth, the dew gathered upon them, and the rain beat them deeper and deeper into the pitiless dust. At first they lay in the form of the Tulips, but the wind soon whirled the pale petal-shaped mass into pathetic shapelessness, and there lay the heart of the Walnut, forgotten of all but the unforgetting Father.

They yielded themselves now to winter's frost and summer's heat with no will but to suffer, and no hope but to bless unknown lives in His way, though only by enriching the earth for other blossoms.

A gardener passed that way, and like the woodman of old, selected that which best served his purpose—the self-prepared earth. A tulip bulb was buried in this fruitful soil and by the beautiful chemistry of nature the Walnut-Tree found its carved, burned, and storm-beaten heart transformed into the living beauty of a magnificent black Tulip.

Is not this enough—a hundred years of growth, a struggle with storms, and final fall beneath the woodman's axe; the sharp instruments of the wood-carver; the adorning of the temple; after which the flame and frost; the loss of identity except to the Father; burial and final resurrection for one week of bloom in the color and form of a Tulip?

Nay, it is not enough, and the bright Tulip lifts its chalice, heart of Tulip answering to heart of child:

"There is no death; there is only change. Live for others while you keep your own good purpose unchanged as the unchanging Father's love. Forget selfish aims, yielding your life to wiser plans than any you can imagine; and, like the Walnut-Tree, you will find at length a joy too deep for any language but that of blooming in sweet and sacred silence."

Group Work—

Group Teachers and Children: Let the teacher have ready some pressed spring flowers. These may be given to the children and mounted upon the page within the frame, which can be decorated with colors harmonizing with the flower. Flower seeds or tiny growing plants should be given to the children to take home. They may be cared for until Children's Day in June, then returned and after serving as partial decoration for the church on that day, distributed to poor, or sick people, if possible, known to the children.

Song—“*God sends his bright spring sun.*” (For words and music see p. 249)

Birthday Offering and Welcome to New Pupils—

Song—“*When the earth wakes up in gladness.*” (For words and music see p. 243)

Closing Sentences— (See p. 11)

LESSON XXVII

God's Care of the Birds

AIM OF THE LESSON

The aim of this lesson is again in another realm of life, to remind the children through Jesus of the loving care of the Heavenly Father.

PREPARATION OF THE LESSON

If you can find someone in your vicinity who is a real lover of birds and who can give a sufficiently simple and interesting lesson on the habits of the birds of the locality, personalizing them to some extent, give the lesson period into the hands of such a person and let him occupy the entire time up to about five minutes before the group work. In that case your preparation will be only the reading of Matt., chap. 6, and special consideration of vss. 26-34. If you cannot find such a person, try to prepare yourself as well as you can to talk about the common birds which the children can see any day, but may not have observed, emphasizing those things in the birds which are the results of what we call instinct and which so well illustrate the provision which the Heavenly Father has made for these his creatures.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty" (For words and music see p. 208)

Informal Conversation—

Leader and Children: If you are in the country with open windows and birds are within sound, try to let the children distinguish the bird notes which they hear and tell you what the birds are. Discuss the songs of the birds and raise the question as to why one bird should sing one kind of a song and one bird another. Who is it that has made the birds with their so different

plumage, their different songs, and habits? Call attention to the perfection of God's work.

Song—

(For music see p. 243)

When the earth wakes up in gladness,
In the early days of spring,
And in leaf and flower rejoices,
Let us sing with heart and voices,
Praising him, our Lord and King.

From the long sleep of the winter
All comes back to life once more,
And each blade of grass upspringing,
Joins a mighty chorus singing:
Lord, we praise thee, and adore.

Prayer—

Leader and Children:

Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true;
Show me what I ought to do.

When in danger, make me brave;
Make me know that thou canst save;
Keep me safe by thy dear side;
Let me in thy love abide.

When I'm tempted to do wrong,
Make me steadfast, wise, and strong;
And when all alone I stand,
Shield me with thy mighty hand.

Song—

(For music see p. 213)

The year's at the spring,
The day's at the morn,
Morning's at seven;
The hill-side's dew-pearl'd;
The lark's on the wing;
The snail's on the thorn;
God's in his heav'n—
All's right with the world.

Song—

(For music see p. 246)

Christ the Lord is risen today,
Alleluia,
Sons of men and angels say,
Alleluia,
Raise your joys and triumphs high,
Alleluia,
Sing, ye heav'ns, and earth reply,
Alleluia. *Amen.*

Hymns of praise then let us sing,
Alleluia,
Unto Christ, our heav'nly King,
Alleluia,
Who endured the cross and grave,
Alleluia,
Sinners to redeem and save,
Alleluia. *Amen.*

Text Exercise—For texts appropriate to this series see p. 128.

Song Text—

(For music see p. 206)

Thou shalt love the Lord thy God with all thy heart
And thy neighbor as thyself.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Introduce here your speaker if you have one and intend to give him the majority of the time. If not, conduct your own talk about the birds, but whether you or another presents this portion of the lesson let the closing few moments be given to recalling Jesus and his friends walking in the fields and talking, as before. Raise the question as to whether Jesus ever noticed the birds and what he thought about their beauty, their intelligence, and how they knew just what food to get and where to get it. "What did he say to his friends when they were wishing they were rich and talking anxiously about how to get what they needed to eat and drink and wear? Do you remember what Jesus said about the lilies? Well, he said something very much like that about the birds. He said, 'Behold the birds of the heaven! they need grain to eat, but they do not sow it and reap it and put it away, for they know that the Heavenly Father will feed them. Do not trouble,' he said, 'about saving treasures and taking great care about the future, for are not ye of much more value than the birds?' He said, 'Do first the things that I command you and then God the Father will give you all that he thinks you need. Be not anxious for tomorrow for God will take care of tomorrow.' Does God sometimes take care of tomorrow for us by getting someone to do the work for him?" Suggest the earthly parent who does look forward and provide for the future of his child, and let the children feel that God is back of the affection of his father and mother and that the two are one in the largest sense.

Song—

(For music see p. 248)

All is bright and cheerful round us,
 All above is soft and blue;
 Spring at last hath come and found us,
 Spring and all its pleasures, too;
 Ev'ry flower is full of gladness,
 Dew is bright and buds are gay;
 Earth, with all its sin and sadness,
 Seems a happy place today.
 Alleluia! Alleluia! Alleluia! *Amen.*

If the flowers that fade so quickly,
 If a day that ends in night,
 If the skies that clouds so thickly
 Often cover from our sight,
 If they all have so much beauty,
 What must be God's land of rest,
 Where his sons that do their duty,
 After many toils are blest?
 Alleluia! Alleluia! Alleluia! *Amen.*

Group Work—

Group Teachers and Children: Let the children continue the talk about the birds and decide upon what sort of a bird they will make from the outline on the new page. As they work tell them little incidents from your own experience with birds and let them tell any experiences which they have had.

Song—*"The little flowers come from the ground."* (For words and music see p. 245)

Birthday Offering and Welcome to New Pupils—

Song—*"The King of Love my Shepherd is."* (For words and music see p. 242)

Closing Sentences—

(See p. 11)

LESSON XXVIII

The Good Shepherd

AIM OF THE LESSON

The aim of this lesson is to keep the children in their thought still out of doors and in touch with nature, and to use an illustration which will establish a connection between Jesus' boyhood ideals and his present life and thought.

THE PREPARATION OF LESSON

Recall and think over again all that you have observed concerning the relations between sheep and the shepherd. Read carefully all that Jesus said concerning the sheep, the shepherd, and his own likeness to the shepherd. This information will be found in the following passages: John 10:1-16; Matt. 12:11, 12; 18:12, 13. Study especially Luke 15:3-7, from which you must build your story for the day.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"*When morning gilds the skies.*"

(For words and music see p. 240)

Informal Conversation—

Leader and Children: Let the children talk about sheep and shepherds. Try to get those who have seen flocks of sheep to tell the customs of the sheep, They will all know about the leader of the flock, which the sheep follow. Raise the question in this country as to whether we have shepherds. When we see a flock of sheep on the hill-side grazing is there a man and a dog to watch? Why not always? Discuss with the children the qualities of a good shepherd, but do not anticipate your story. Suggest the idea of the pet lamb and bring out the affectionate nature of these animals.

Song—

(For music see p. 248)

All is bright and cheerful round us,
 All above is soft and blue;
 Spring at last hath come and found us,
 Spring and all its pleasures, too;
 Ev'ry flower is full of gladness,
 Dew is bright and buds are gay;
 Earth, with all its sin and sadness,
 Seems a happy place today.
 Alleluia! Alleluia! Alleluia! *Amen.*

If the flowers that fade so quickly,
 If a day that ends in night,
 If the skies that clouds so quickly
 Often cover from our sight,
 If they all have so much beauty,
 What must be God's land of rest,
 Where his sons that do their duty,
 After many toils are blest?
 Alleluia! Alleluia! Alleluia! *Amen.*

Prayer—*All* (singing softly)

Our Father, who art in heaven,
 Hallowed be thy name.

Leader: A few words of simple, appropriate prayer, voicing legitimate desires of the children toward God and right living.

Song—

(For music see p. 213)

The year's at the spring
 And day's at the morn,
 Morning's at seven;
 The hill-side's dew-pearl'd;
 The lark's on the wing;
 The snail's on the thorn;
 God's in his heaven—
 All's right with the world.

Song—

(For music see p. 243)

When the earth wakes up in gladness,
 In the early days of spring,
 And in leaf and flower rejoices,
 Let us sing with hearts and voices,
 Praising him, our Lord and King.

From the long sleep of the winter
 All comes back to life once more,
 And each blade of grass upspringing,
 Joins a mighty chorus singing;
 Lord, we praise thee, and adore.

Text Exercise—For texts appropriate to this series see p. 128.

Song Texts—

(For music see p. 247, 204)

Suffer the little children to come unto me,
 And forbid them not,
 For of such is the kingdom of heaven.

Ye are my friends if ye do the things which I command you.
 Ye are my friends if ye do the things which I command you.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall to the children the shepherds and the sheep on the hill-side near the boyhood home of Jesus, and Jesus going out and talking to the shepherds, and listening to their stories. See if the children can remember the story which Jesus liked the best and let them repeat it to you. Raise the question whether Jesus became a shepherd when he grew up. What *was* his trade? But did he know a good deal about shepherds? Read to the children some of the verses from the tenth chapter of John which show what Jesus thought about the shepherds, but save the suggestion, "I am the Good Shepherd," for your climax later. Tell now, expanding as much as you think best without doing violence to the story, the story which Jesus told about the Good Shepherd, Luke 15:37. In building up stories from such meager foundation there is always danger that the story will be fantastic, but on the other hand this is such a simple theme that one cannot go far wrong in picturing all the details. Study your story carefully and question it until you are sure that the picture which you are going to give is a true and forceful one. At the close of the story raise the question as to what Jesus meant when he said, "I am the Good Shepherd and know my own and my own know me. My sheep hear my voice. I know them and they follow me. They shall never perish and no one shall snatch them from my hand," and other similar sayings. This must be done very skilfully and with great brevity simply as a matter for the children to think about and wonder about.

Song—

(For music see p. 242)

The King of Love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am his,
And he is mine for ever.

Perverse and foolish, oft I stray'd,
But yet in love he sought me,
And on his shoulder gently laid,
And home, rejoicing, brought me.

And so, through all the length of days,
Thy goodness faileth never;
Good Shepherd, may I sing thy praise
Within thy house for ever.

Song Text—

(For music see p. 206)

Thou shalt love the Lord thy God with all thy heart
And thy neighbor as thyself.

Group Work—

Group Teachers and Children: Give the children the new page and let them paste the picture upon it. Give them also the page containing the Twenty-third Psalm. Read it over with them and see if they see any connection between it and the question raised at the close of the story. Let them reread it with you.

Song—*"I think when I read."*

(For words and music see p. 215)

Birthday Offering and Welcome to New Pupils—(See introduction.)**Song—***"All is bright and cheerful round us."*

(For words and music see p. 248)

Closing Sentences—

(See p. 11)

LESSON XXIX

The Lost Boy

AIM OF THE LESSON

The aim of this lesson is to emphasize again the love of the earthly parent, and to show Jesus interpreting God as the Heavenly Father loving all his children and with special tenderness those who have wandered away from him.

PREPARATION OF THE LESSON

Recall all the stories which you have thus far presented in which the tenderness of Jesus and his desire to help people have been illustrated. Meditate upon these until you can feel for yourself the great loving spirit, a perfect interpreter of the character of God. Read Luke, chap. 15, in which the three stories illustrate particular anxiety for that which is lost, and learn to tell clearly and effectively, and without putting in incongruous details, the story of the lost son.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—“*Can a little child like me?*”

(For words and music see p. 217)

Informal Conversation—

Leader and Children: It will be easy for you to arouse the interest of the children by a conversation concerning a lost child. It may be that the children have some personal knowledge of such a case. Let the children's thought then be directed from the anxiety of the parents to the care of the Heavenly Father for the little child and to the joy of the coming home safe to the parents.

Song—

(For music see p. 204)

Thou that once on mother's knee
 Wert a little one like me,
 When I wake or go to bed,
 Lay thy hand upon my head;
 Let me feel thee very near,
 Jesus Christ, my Savior dear.

Be beside me in the light,
 Close beside me all the night;
 Make me gentle, kind, and true,
 Do what mother bids me do;
 Help and cheer me when I fret,
 And forgive when I forget.

Thou art near me when I pray,
 Though thou art so far away;
 Thou my little hymn wilt hear,
 Jesus Christ, my Savior dear;
 Thou that once on mother's knee,
 Wert a little one like me.

Prayer—*Leader and Children:*

All that I today am doing,
 Help me, Lord, to do for thee,
 May I kind and helpful be,
 Only good in others see,
 Try to serve thee faithfully,
 Serve thee faithfully.

Song—

(For music see p. 213)

The year's at the spring
 And day's at the morn,
 Morning's at seven;
 The hill-side's dew-pearl'd;
 The lark's on the wing;
 The snail's on the thorn;
 God's in his heav'n—
 All's right with the world.

Song—

(For music see p. 243)

When the earth wakes up in gladness,
 In the early days of spring,
 And in leaf and flower rejoices,
 Let us sing with hearts and voices,
 Praising him, our Lord and King.

From the long sleep of the winter,
 All comes back to life once more,
 And each blade of grass upspringing,
 Joins a mighty chorus singing:
 Lord we praise thee, and adore.

Text Exercise—For texts appropriate to this lesson see p. 128.

Song Text—

(For music see p. 244)

Like as a father pitieth his children,
 So the Lord hath mercy on them that fear him;
 Like as a father pitieth his children,
 So the Lord hath mercy on them that fear him.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: The story of the Prodigal Son was used in the preceding volume, but it is one which cannot be repeated too often. In the previous volume it was used to emphasize negatively honor to parents. Here the emphasis should be upon the wonderful love of the Father.

After suggesting to the children that sometimes grown-up children leave the home and go far away, no one knowing where nor expecting them to return, raise the question as to whether a father would grieve as much for the loss of a grown-up son in this way, as at the wandering-away of a little child, whether he would try to find the son, whether he would love him just the same. Suggest that Jesus knew a story about just such a man and that when he wanted to teach people how much God loved everybody he would tell them this story. Tell the story contained in Luke 15:11-32. This story is so perfect in form that it needs little comment or explanation. Words which may seem strange to the children and be misinterpreted may be changed to language perfectly clear to them, and some of the quaint expressions modernized. After the story the question may be raised as to whether this father was like other fathers, and whether the story presents also a true picture of the Heavenly Father.

Song—

(For music see p. 242)

The King of Love my Shepherd is,
 Whose goodness faileth never;
 I nothing lack if I am his,
 And he is mine forever.

Perverse and foolish, oft I stray'd,
 But yet in love he sought me,
 And on his shoulder gently laid,
 And home, rejoicing, brought me.

And so, through all the length of days,
 Thy goodness faileth never;
 Good Shepherd, may I sing thy praise
 Within thy house forever.

Group Work—

Group Teachers and Children: Let the children turn to the picture from last week's lesson and recall to you the story. Suggest what Jesus said about being the Good Shepherd. "Does a Father love his son better than a shepherd loves his sheep? Let the children read with your help the story on the new page and answer for you the following questions: (1) Did the boy love his father all the time? (2) Did he have a good time while he was away? (3) Why not? (4) Did the Father love his boy all the time? (5) Was he happy or sad while his son was away? (6) Why did not the Father treat the boy as badly as the boy had treated him, and so "pay him back"?

Let the children now color the frame.

Song—"*But the Lord is mindful of his own.*" (For words and music see p. 218)

Birthday Offering and Welcome to New Pupils—

Song—"*I think when I read that sweet story of old.*" (For words and music see p. 215)

Closing Sentences—

(See p. 11)

LESSON XXX

God Providing for Us

AIM OF THE LESSON

The aim of this lesson is to carry farther the thought of the love of God by calling attention to the fact of his long-ago provision for the human family. The children are acquainted with his *daily* providence and have frequently had their attention called to it but many of them have no familiarity with the long process by which many common things have been secured to us.

PREPARATION OF THE LESSON

Read all that you possibly can on the formation of the coal in the earth. You will find help in encyclopedias and science story-books to which you will have access in the school or public library.

If you do not feel equal to weaving this material into a story, call in the help of someone from the schools of your neighborhood, someone who is accustomed to simplify science for the children. It is an indication of strength rather than of weakness when one is willing to turn to a specialist for help in such a case as this. If you have a good library in your town, however, you will have no difficulty in finding material sufficient to make an interesting story for the children.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

Leader and Children: Raise the question with the children of the storage instinct of animals. Let them tell you about the squirrel laying up nuts for

the winter, the animals which burrow in the ground carrying their stores with them, the receptacles in the hollow trees which provide storage room, etc. Supplement their knowledge by your own keeping their thought on provision for the future. Raise the question, If God has put into the minds of animals this thought of provision for the future, is it not probable that he himself provides for the future of those whom he loves, that is, the people in the world?

Prayer—

All repeat:

For the fruit upon the tree,
For the birds that sing to thee,
For the earth in beauty drest,
Father, mother, and the rest;
For thy precious, loving care,
For thy bounty ev'rywhere,
Father in heaven, we thank thee.

Song—

(For music see p. 239)

Can you count the stars, that brightly
Twinkle in the midnight sky?
Can you count the clouds, so lightly
O'er the meadows floating by?
God, the Lord, doth mark their number,
With his eyes that never slumber.
He hath made them, ev'ry one.

Song Text—

(For music see p. 212)

Praise the name of the Lord,
Praise the name of the Lord, for he commanded
and they were created;
Mountains and all hills, fruitful trees
and all cedars,
Praise the name of the Lord.

Text Exercise—For texts appropriate to this series see p. 128.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Present yourself, or through someone else, as simply as possible the story of the making and the finding of the coal. If you choose to carry

the story far enough you can show the children what a multitude of products are made from the coal. Do not let your story stop with the actual scientific facts, but lead the children to feel that all this wonderful process was watched over by a loving God, in his providential care for the people who should dwell upon the earth which he was preparing for their use. By all means start your story by showing the children a piece of coal and letting them note its blackness, its hardness, its irregular shape, whether its surface be shining or dull.

Song—

(For words and music see p. 218)

But the Lord is mindful of his own,
 He remembers his children.
 But the Lord is mindful of his own;
 The Lord remembers his children,
 Remembers his children.
 Bow down before him, ye mighty,
 For the Lord is near us!
 Bow down before him, ye mighty,
 For the Lord is near us!
 Yea, the Lord is mindful of his own,
 He remembers his children.

Group Work—

Teacher and Children: Let the children paste on the new page the picture representing a lump of coal. Let them illuminate the text around it. Talk with them as they work about other ways in which the Lord has provided for the people who live in the world.

Song—"Praise ye the Father."

(For words and music see p. 209)

Birthday Offering and Welcome to New Pupils—

Song—"The King of Love my Shepherd is."

(For words and music see p. 242)

Closing Sentences—

(See p. 11)

SERIES VII

JESUS TEACHING HOW TO WORSHIP THE FATHER

ORIENTATION: THE TEMPLE IN JERUSALEM

In the preceding series much attention has been given to the love and power of the Heavenly Father and to personal qualities such as courage, truthfulness, and primary virtues. In this group an effort is made to give the children something of the attitude of worship toward the Heavenly Father, and to interpret to them the spirit of worship in terms of Jesus' thought. Worship is a natural expression of the human heart and to re-establish in the thought of the young people the importance of this phase of religious expression should be one phase of modern religious education. There has been in recent years something of a reaction against emphasis upon worship, because of the extreme emphasis which has been laid upon *doing* as over against feeling, but religion can only do its highest work where both elements are sanely combined.

LESSON XXXI

Keeping God's House Clean and Pure

AIM OF THE LESSON

The aim of this lesson is to show Jesus commanding that the house where God is worshiped shall be pure and clean, and consecrated to his worship, and to instil in the children a sense of reverence for that portion of the church used for the service of worship.

PREPARATION OF THE LESSON

Read under "The Temple," and "Worship," in the Bible Dictionary. Recall all that you have read or learned concerning both of these, and get

before yourself as complete a picture as possible of the temple and its services in the days of Jesus. Edersheim, *The Temple and Its Ministry*, will help you here, as well as Edersheim, *Life and Times of Jesus*. Study the spirit of the times in regard to worship, the formality, the lack of connection between character and so-called religious acts. Note how the commercial possibilities of the continuous sacrifices had crowded through the very gates of the temple, and without protest, since the nearness of the materials of sacrifice made more convenient the conditions of worship. Read Matt. 21:12-17; Mark 11:15-18; Luke 19:45-48, and John 2:13-22, which may be a duplicate account, or another occasion.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"When morning gilds the skies."

(For words and music see p. 240)

Informal Conversation—

Leader and Children: Talk with the children about the church, about its purpose, its services. Raise the question of the character of God; is he good, pure, holy? What do we mean by holy? Perhaps pure and set apart for good may be the best definition of holy here. Ought the place where we go to think of him, to talk with him and about him to be clean and pure and beautiful? Suggest the quiet and reverent attitude of the congregation. Suggest that they sing "Holy, holy, holy."

Song—

(For music see p. 208)

Holy, holy, holy! Lord God Almighty!
Early in the morning our song shall rise
to thee;
Holy, holy, holy! merciful and mighty!
Which wert, and art, and evermore
shall be.

Holy, holy, holy! tho' the darkness hide
thee,
Tho' the eye of sinful man thy glory may
not see,
Only thou art holy; there is none beside
thee
Perfect in pow'r, in love and purity.

Prayer—*All repeat:*

Father, lead me day by day,
 Ever in thine own good way,
 Teach me to be pure and true;
 Show me what I ought to do.

When in danger, make me brave;
 Make me know that thou canst save:
 Keep me safe by thy dear side;
 Let me in thy love abide.

When I'm tempted to do wrong,
 Make me steadfast, wise, and strong;
 And when all alone I stand,
 Shield me with thy mighty hand.

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning
 ray,
 We praise thee with the fading light of day;
 All things that live and move by sea and
 land
 Forever ready at thy service stand.

Thy nations all are singing night and day,
 "Glory to thee, the mighty God, for aye!
 By thee, thro' thee, in thee all beings are"
 The list'ning earth repeats the song afar

Text Exercise—New texts from which appropriate selections for this series may be made are:

Matt. 4:10b: Thou shalt worship the Lord thy God, and him only shalt thou serve.

Matt. 6:8b: Your Father knoweth what things ye have need of, before ye ask him.

John 4:24: God is a spirit, and they that worship him must worship him in spirit and in truth.

Ps. 96:9a: Oh, worship the Lord in the beauty of holiness.

Song—

(For music see p. 213)

The year's at the spring
 And day's at the morn,
 Morning's at seven;
 The hill-side's dew-pearl'd;
 The lark's on the wing;
 The snail's on the thorn;
 God's in his heav'n—
 All's right with the world.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall to the children that we are Sunday after Sunday trying to find out what Jesus as a man *thought* about things, about God, about people,

about birds, and flowers, and animals, about the sea and the fields and the sky. Now we are going to talk about what Jesus thought about God's house, because if he knew so much about God he must have known how best to worship God. Recall that in Jesus' day there was just one great house of God in Jerusalem, and let the children tell you about Jesus going there when he was a boy. When they have told you all that they can about the temple as they remember it, supplement all that they have said by your own descriptions, until you have before them a vivid picture of the grandeur of the temple, its ceremonies, choirs, and all its glories. Detailed accuracy is not what you desire here but an impression of splendor and glory. Against this picture place that of the haggling merchants in the very courts of the temple, the money-changers, the bargaining, the shouting, and the total lack of reverence for the house of God or feeling of the spirit of worship. Picture Jesus coming into this situation and tell the story which you have prepared. Let the children feel the thrill of wrath and disgust as you describe his action in driving out the traffickers from the temple. This story will give the children a new conception of Jesus, the man of righteous anger and it will be a healthy offset to the many lessons of his love which have preceded this. More time than usual may be given to the group work with this lesson since the story is very short.

Song—

(For music see p. 209)

Praise ye the Father, his love is everlasting,
Praise ye the Father, let all the earth give thanks to him:
Honor and glory be unto him forevermore.
O God of mercy, thy children raise their song to thee.
Great is the Lord who hath shown his glorious power:
Who giveth light to the world, and blessings to his people.
Great is the Lord who hath given us the victory;
With love and power he ruleth the world.
Arise and praise ye the Father.
Glory to the Father, to the Father everlasting;
Glory to the Father, who hath made the earth and heav'n;
Loudly let the voices ring; loudly praise our mighty Lord and King;
Children come before his presence with a song,
And praise ye the Lord.

Group Work—

Group Teachers and Children: Let the children talk about their own experiences in attending church. Tell them some of your own childhood recollections, and something of the church customs for children among the Puritans, the separate seats, two long sermons, no heat except footstoves, the tithing-man, etc. Let them feel the comfort and beauty of our modern churches, and the joy of the service, so that they may count it a privilege and not a task to attend the church service. Finally let them color the text on the new page.

Song—

(For words and music see p. 214)

Introduce this hymn as one which is sung in the church:

"Nearer, my God, to thee" (first stanza only).

Birthday Offering and Welcome to New Pupils—

Song—*"Can a little child like me?"*

(For words and music see p. 217)

Closing Sentences—

(See p. 11)

LESSON XXXII

True-hearted Worship

AIM OF THE LESSON

The purpose of this lesson is to lead the children to see the difference between sincerity and insincerity, and to teach them to be careful to say what they mean, and to mean what they say, in their relations with the Heavenly Father, as well as in human relationships.

PREPARATION OF THE LESSON

It is difficult to find a story which teaches the principle which is the theme of this lesson, but it is the background of many chapters in the gospels. Look up in a concordance the references to the Pharisees, especially concerning their customs of worship and read in the Bible Dictionary under the same head. Edersheim, *In the Days of Jesus*, will help you much here. Do not miss Luke, chaps. 11 and 12. Recall that these were the most religious people of Jesus' time, that they lived by rule and measure, believing that Jehovah was greatly pleased with their punctilious observance of the law. But as a class their religion was purely formal and they did not realize that heart content was necessary in all true religion. Against this spirit of formal worship Jesus hurls his anathemas time and time again. Read until you feel the scorn of Jesus, the impetus of his desperate endeavor to penetrate beneath that formal exterior to the hearts and consciences of the Pharisees. Study especially the theories of the Pharisees concerning the observance of the Sabbath. Read Luke 6:1-11.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Let the children discuss the question of meaning what they say. Take up their little expressions and find out the meaning of them to see if they really mean what the words would indicate. Suggest again the idea of saying things by actions, describe some actions and let the children interpret what those actions say. Make this entertaining and interesting. Carry it into the animal world and note how much more sincere the expression of animals is than that of some human beings.

Song—

(For music see p. 229)

Heavenly Father, I would pray,
Come thou near to me,
Teach me what to do and say,
How to honor thee.

Blessed Jesus, I would ask
For a gentle will;
Help thou me my every task
Faithful to fulfil.

Prayer—

Leader: A few sentences of prayer. Do not, unless you are accustomed to public prayer, trust to the moment for the words of this prayer. Remember that it is not your own prayer but the aspirations of the children which you are voicing for them. Carefully prepare this portion of the service beforehand.

Ps. 100—

Make a joyful noise unto Jehovah, all ye lands,
Serve Jehovah with gladness:
Come before his presence with singing.
Know ye that Jehovah, he is God:
It is he that hath made us, and we are his;
We are his people, and the sheep of his pasture.
Enter into his gates with thanksgiving,
And into his courts with praise;
Give thanks unto him, and bless his name,
For Jehovah is good: his loving-kindness endureth forever,
And his faithfulness unto all generations.

Song—

(For music see p. 213)

The year's at the spring
And day's at the morn,
Morning's at seven;
The hillside's dew-pearl'd;

The lark's on the wing;
The snail's on the thorn;
God's in his heav'n—
All's right with the world.

Text Exercise—For texts appropriate to this series see p. 154.

Song Texts—

(For music see p. 244)

Like as a father pitieth his children,
So the Lord hath mercy on them that fear him;
Like as a father pitieth his children,
So the Lord hath mercy on them that fear him.
Thou shalt love the Lord thy God with all thy heart
And thy neighbor as thyself.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall Jesus and raise the question as to what he would think about people saying what they mean. Would he expect them to say what they meant, or to say things just because they sounded well? Perhaps we can find some of the things that Jesus thought about this. Let us see. Give now your description of the ideas which the Pharisees had about pleasing God. Describe their dress with its religious significance, their customs of washings before approaching God in worship, their punctilious regard for the Sabbath day. Give here details so that the children can get the impression of the peculiar strength of the legal element in the life of these people. Do not this time allude to the customs of prayer or of public almsgiving for these will enter into later lessons. Then tell (Luke 6:1-11) of Jesus passing through the cornfields to the house of prayer. Do not use the allusion to David, but give the substance of Jesus' answer without this historical allusion because it will distract the attention of the children to introduce another character here. Use this section simply as an introduction to the main story in vss. 6-11. Make the story legitimately dramatic by giving it an appropriate setting in the synagogue with the people watching and wondering what Jesus would do, Jesus himself in the act of reading from the Scripture and teaching, and lastly the fury with which the people who saw what Jesus did were filled. Let the children understand that this anger was wholly because they believed that Jesus in that holy place, the House of Prayer, had done something which God would not approve. Who knew God best, Jesus or the Pharisees? See

if the children can formulate what Jesus would say about keeping the Sabbath. Repeat with the children the commandment "Remember the Sabbath day to keep it holy" taking care that they now have a new content to the command. Recall the chief command which these Pharisees had, "Thou shalt love the Lord with all thy heart and with all thy soul and with all thy might." Did they mean what they said when they talked to God of their love for him? Did God know that they did not mean what they said?

Song—

(For music see p. 242)

The King of Love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am his,
And he is mine for ever.

Perverse and foolish, oft I stray'd,
But yet in love he sought me,
And on his shoulder gently laid,
And home, rejoicing, brought me.

And so, through all the length of days,
Thy goodness faileth never;
Good Shepherd, may I sing thy praise
Within thy house for ever.

Group Work—

Group Teachers and Children: Talk as the children develop from initials their new text, trying to give to it all the natural and happy content possible. Suggest the attractive features, the Sunday school, the church service, the rest, the walks and talks, father at home, mother resting. Is it not a good day for thinking and learning about God, and doing something special for him?

Song—"*I think when I read that sweet story of old.*" (For words and music see p. 215)

Birthday Offering and Welcome to New Pupils—

Song—"*When morning gilds the skies.*"

(For words and music see p. 240)

Closing Sentences—

(See p. 11)

LESSON XXXIII

Worship Through Prayer

AIM OF THE LESSON

The aim of this lesson is to bring to the attention of the children the difference between simply saying a prayer, and meaning a prayer, another element in the idea of sincerity in worship.

PREPARATION OF THE LESSON

Recall all that you read in preparation for the last lesson, this time especially with reference to the customs of the Pharisees in prayer, public prayer, repetitions, character of petitions, etc. Read also concerning the "Publicans" in the Bible Dictionary.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader: Raise the question with the children as to what things they ask father and mother for and why. Let them discuss the difference between the things that father and mother can give and the things which God can give to them and to their parents. Do not forget to make a connection with nature and the larger world. Call forth from the children an expression of the absurdity of asking for things which one does not really want. Discuss instances of such asking in everyday life.

Song—

(For music see p. 217)

Can a little child like me,
 Thank the Father fittingly?
 Yes, oh yes! be good and true,
 Patient, kind in all you do;
 Love the Lord, and do your part;
 Learn to say with all your heart:

For the fruit upon the tree,
 For the birds that sing of thee,
 For the earth in beauty drest,
 Father, mother, and the rest;
 For thy precious, loving care,
 For thy bounty everywhere,

Chorus:

Father, we thank thee!
 Father, we thank thee!
 Father in heaven, we thank thee!

For the sunshine warm and bright,
 For the day and for the night;
 For the lessons of our youth,
 Honor, gratitude, and truth;
 For the love that met us here,
 For the home and for the cheer,

(Chorus)

For our comrades and our plays,
 And our happy holidays;
 For the joyful work and true
 That a little child may do;
 For our lives but just begun;
 For the great gift of thy Son,

(Chorus)

Prayer—

All (repeat, do not sing):
 Heavenly Father, I would pray,
 Come thou near to me,
 Teach me what to do and say,
 How to honor thee.

Blessed Jesus, I would ask
 For a gentle will;
 Help thou me my every task
 Faithful to fulfil.

Ps. 95: 1-6—

All:

Oh come let us sing unto Jehovah;
 Let us make a joyful noise to the rock of our salvation.
 Let us come before his presence with thanksgiving,
 Let us make a joyful noise unto him with psalms.
 For Jehovah is a great God,
 And a great king above all gods.
 In his hand are the deep places of the earth;
 The heights of the mountains are his also.
 The sea is his and he made it;
 And his hands formed the dry land.
 Oh come let us worship and bow down;
 Let us kneel before Jehovah our Maker:
 For he is our God,
 And we are the people of his pasture, and the sheep of his hand.

Song—

(For music see p. 209)

Praise ye the Father, his love is everlasting,
Praise ye the Father, let all the earth give thanks to him:
Honor and glory be unto him forevermore.
O God of mercy, thy children raise their song to thee.

Great is the Lord who hath shown his glorious power;
Who giveth light to the world, and blessing to his people.
Great is the Lord who hath given us the victory;
With love and power he ruleth the world.
Arise and praise ye the Father.

Glory to the Father, to the Father everlasting;
Glory to the Father, who hath made the earth and heav'n;
Loudly let the voices ring; loudly praise our mighty Lord and King;
Children come before his presence with a song,
And praise ye the Lord.

Text Exercise—For appropriate texts see p. 154.

Song Text—

(For music see p. 212)

A new commandment I give unto you,
that ye love one another,
As I have loved you,
As I have loved you, that ye also
love one another.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Recall your description of last week and let the children help you reproduce the ideas of the Pharisees about worship. This time add the description as graphically as you can of the ideas of the Pharisees about praying. Describe the public prayers, the repetitious prayers. As illustration tell the story of the Pharisee and the Publican (Luke 18:9-14). Ask the children if they would like to know the prayer which Jesus loved to say and which he told his friends would be a good prayer for them to say. Give them briefly the thought of Matt. 6:5-8. Repeat to them the Lord's Prayer. Let them discuss with you now other prayers and tell you what prayers they like to say. Close with the little couplet in concert several times repeated:

To say our prayers is not to pray
Unless we mean the words we say.

Song Text—

(For music see p. 242)

He prayeth best who loveth best
 All things both great and small;
 For the dear God who loveth us,
 He made and loveth all.

Song—

(For music see p. 242)

The King of Love my Shepherd is,
 Whose goodness faileth never;
 I nothing lack if I am his,
 And he is mine for ever.

Perverse and foolish, oft I stray'd,
 But yet in love he sought me,
 And on his shoulder gently laid
 And home, rejoicing, brought me.

And so, through all the length of days,
 Thy goodness faileth never;
 Good Shepherd, may I sing thy praise
 Within thy house for ever.

Group Work—

Group Teachers and Children: Let the children repeat to you the story of the Publican and the Pharisee. Give to them the picture and the new page upon which to paste it. Study all the details of the picture and their significance with the children. When they are satisfied, test them in saying the Lord's Prayer which is upon the second sheet to be given them, and suggest that they learn it perfectly before next week.

Song—"*I think when I read that sweet story of old.*" (For words and music see p. 215)

Birthday Offering and Welcome to New Pupils—

Song—"*Can you count the stars?*"

(For words and music see p. 239)

Closing Sentences—

(See p. 11)

LESSON XXXIV

The Value of Gifts

AIM OF THE LESSON

The aim of this lesson is to emphasize in general the fact that the value of a gift lies not in its intrinsic worth but in the spirit which lies back of it. The special gifts alluded to in this series are those used in worship, but the principle will naturally have a wider application in the mind of the child, and will recall the teachings of the Christmas season.

PREPARATION OF THE LESSON

Recall again all the details that you have learned concerning the temple worship, the custom of giving tithes, and of exhibiting one's alms publicly. Read all that you can find in the gospels about alms-giving. You will find many statements that indicate the customs of the Pharisees in this respect and that show the attitude of Jesus toward such public exhibitions of charity. The Sermon on the Mount (Matt., chaps. 5-7) has many references of this kind, and you will find them scattered all through the gospels. Read the story of the widow's gift contained in Mark 12:41-44. This selection forms the theme of one of the lessons in the preceding volume, and has there the same emphasis. If the children have already had that work they will appreciate all the more a repetition of this beautiful story. In the former presentation of this lesson, however, the Christmas spirit was before the children. In this series the aim is to relate the thought of giving, to worship.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Talk with the children about the services of the church, in what they consist, what portion of them is interesting. Let them together piece out the whole programme of a service. Why do we have a service? Why do we go to church? If no one suggests the collection recall that each Sunday an offering of money is gathered. What is this for? What does the church do with it? Why do people give it? Do they give much or little? Are they giving it to people or are they really giving it to God for his work in the world? Do people give because they have to or because they want to?

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning
ray,

We praise thee with the fading light of day;
All things that live and move by sea and land
Forever ready at thy service stand.

Thy nations all are singing, night and day,
"Glory to thee, the mighty God, for aye!
By thee, thro' thee, in thee all beings are!"
The list'ning earth repeats the song afar.

Prayer—

Leader and Children: (Sing first two lines and repeat the rest.)

Our Father, who art in heaven,
Hallowed be thy name.
Thy kingdom come.
Thy will be done
On earth as it is in heaven.
Give us this day our daily bread.
And forgive us our debts,
As we forgive our debtors.
Lead us not into temptation,
But deliver us from evil,
For thine is the kingdom,
The power, and the glory,
Forever and ever. *Amen.*

Song Text—

(For music see p. 242)

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

Song—

(For music see p. 217)

Can a little child like me,
 Thank the Father fittingly?
 Yes, oh yes! be good and true,
 Patient, kind in all you do;
 Love the Lord, and do your part;
 Learn to say with all your heart:

For the fruit upon the tree,
 For the birds that sing of thee,
 For the earth in beauty drest,
 Father, mother, and the rest;
 For thy precious, loving care,
 For thy bounty ev'rywhere,

Chorus:

Father, we thank thee!
 Father, we thank thee!
 Father in heaven, we thank thee!

For the sunshine warm and bright,
 For the day and for the night;
 For the lessons of our youth,
 Honor, gratitude, and truth;
 For the love that met us here,
 For the home and for the cheer,

(Chorus)

For our comrades and our plays,
 And our happy holidays;
 For the joyful work and true
 That a little child may do;
 For our lives but just begun;
 For the great gift of thy Son,

*(Chorus)***Text Exercise—**For texts appropriate to this lesson see p. 154.**Song Text—**

(For music see p. 206)

Thou shalt love the Lord thy God with all thy heart
 And thy neighbor as thyself.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Let the children again recall all that they can concerning the services at the temple, the church in Jesus' day, the character of the worship, the appearance of the interior, the crowds of worshipers, etc. Raise the question as to whether it must not have taken a great deal of money to keep the house of God beautiful and bright, and to pay the priests and the singers, and to provide all the beautiful altars and things that were necessary in the services and the sacrifices. Suggest that there were many poor people in Jesus' day as now. Did the great church in Jerusalem do anything for the poor as our church does? People were coming to worship all day long, coming and going, coming and going, all the time. Could they take up a collection as we do in our church to get money for God's work? Then suggest the trumpet-shaped

receptacles of brass about the walls of the court in which the contributions of all were placed, according to the special object to which they wished to contribute—the expenses of the temple, the gifts to the poor, the salaries of the priests, or whatever they desired. Suggest that Jesus with whom we have traveled about so much in the last year often walked in the porches of the temple. He came there to worship, and to see the people, and to talk with them, and to teach them whenever he was in Jerusalem. We have seen how he drove out the money-changers and merchants from the temple courts and we have seen how he taught people to pray and to be true in their hearts. Would you like to hear a story about what he thought about the gifts that the people brought to the temple? Perhaps you think that he would like best the man who gave the largest gift to God's house. Let us see.

Tell now the story of the widow's gift found in Mark 12:41-44. Arouse the interest of the children in the widow by starting with her in her home in her daily work, poor but with a deep love of God the Father in her heart and a strong desire to do all that she could for him. Suggest how many hours she would be obliged to work for a very small sum, and how this must buy her bread to eat and clothing to wear. Would she have anything left for God's house? Let us stand in the temple with Jesus and see what he saw one day. Picture now the moving throng, men, women, rich, poor, travelers, and the citizens of Jerusalem in their motley garments, some from one part of the world, some from another, each casting into the trumpet-shaped receptacles a gift large or small for the service of God in one way or another. Here comes the Pharisee so rich and proud and religious, a woman richly dressed, a priest with his white robe, young men, boys such as Jesus remembered himself to have been when he visited the temple at twelve years of age, the poor laborer whose donkey awaited him outside with its burden, the water-carrier who has set down his water-skins without the temple courts, in the midst of the throng the poor woman whom we have just been talking about. What could *she* give? The crowd about looked on with admiration when the Pharisee cast in his pieces of gold. What would they say to her gift if she has any? Did their

gifts represent time and hard work and going without things and saving, saving, saving, or did they just put their hands in their pockets and pull it out without any work at all or any love at all back of it? Weave all this material in with your story showing that what the widow gave was all her living, although it was worth but a third of a cent. It was what she might have used to buy her supper or her breakfast, but she chose to give it to God. What did Jesus think about that woman? Let us read what he said. Read vs. 43 and 44. I wonder if God cares more about our pennies when we work hard to get them than he does when we just ask father and mother for them.

Song—

(For music see p. 240)

When morning gilds the skies,
My heart awaking cries,
May Jesus Christ be praised!
Alike at work and pray'r,
To Jesus I repair;
May Jesus Christ be praised!

Whene'er the sweet church bell
Peals over hill and dell
May Jesus Christ be praised!
O, hark to what it sings,
As joyously it rings,
May Jesus Christ be praised!

Group Work—

Group Teachers and Children: Let the children discuss the value of the different coins suggestions on the new page—what they would buy, how many of the smaller coins it would take to make the larger, etc. Then let them examine the list of character qualities on the other half of the page and weigh them against the coins on the basis of which God would prefer as our offering the money or the attribute.

Discuss also the relative ease with which they can be given. Most children will think the qualities easier to give, but lead them to see that the qualities mean care, work, watchfulness.

Song—“*Thou that once on mother's knee.*”

(For words and music see p. 204)

Birthday Offering and Welcome to New Pupils—

Song—“*We plough the fields.*”

(For words and music see p. 222)

Closing Sentences—

(See p. 11)

SERIES VIII

JESUS TEACHING THE LAW OF LOVE

ORIENTATION: THE HOUSES OF FRIENDS

It is the aim of the lessons in this series to carry the thought of the children from the love and worship of God to acts which demonstrate the love to one's fellow-man, which grows out of love to God. The lessons here as in the preceding series present this theme in the teaching of Jesus through things which Jesus did and said.

LESSON XXXV

The Unloving Turns to Love

AIM OF THE LESSON

The aim of this lesson is by contrast to impress the law of love which is to form the ethical background of the following lessons.

PREPARATION OF THE LESSON

Study the story and note that the situation is somewhat remote from the experience of the children and needs interpreting to them. They must know what a hermit is, how there happened to be hermits and what their general point of view of life was as well as their way of living. Give if possible some examples of their wonderful endurance. Do not try to tell the story word by word as it is in the book but adjust it to your hearers. Master it thoroughly and then tell it without reference to the book and with only your hearers in mind. You will naturally in so doing interpret to them all that you feel they do not understand and bring the whole story within the range of their appreciation.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"When morning gilds the skies." (For words and music see p. 240)

Informal Conversation—

Leader and Children: Lead the children to consider imaginary situations which are the result of lack of love or of appreciation of the principle of loving God and one's neighbor. It is best not to suggest this law of love unless the children do so, but to lead the children to note the need of it, and to long for such a spirit of love as will solve the difficulties which have been presented to them. Here as elsewhere take only the simplest illustrations either from nature or human life.

Song—

(For music see p. 242)

The King of Love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am his,
And he is mine forever.

Perverse and foolish, oft I stray'd,
But yet in love he sought me,
And on his shoulder gently laid,
And home, rejoicing, brought me.

And so, through all the length of days,
Thy goodness faileth never;
Good Shepherd, may I sing thy praise
Within thy house forever.

Prayer—

All: (Sing the first two phrases and repeat the rest.)

Our Father who art in heaven,
Hallowed be thy name:
Thy kingdom come,
Thy will be done
On earth as it is in heaven.
Give us this day our daily bread;
And forgive us our debts
As we forgive our debtors.
Lead us not into temptation,
But deliver us from evil.
For thine is the kingdom,
The power, and the glory,
For ever and ever, Amen.

Text Exercise—For texts appropriate to this series see p. 154.

Song Text—

(For music see p. 212)

A new commandment I give unto you,
 that ye love one another,
 As I have loved you,
 As I have loved you, that ye also
 love one another.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—**THE LEGEND OF THE BIRDS' NEST**

From *Invisible Links*, a volume of stories by Selma Lagerl s, by permission of Little, Brown & Co.

Hatto the hermit stood in the wilderness and prayed to God. A storm was raging, and his long beard and matted hair waved about him like weather-beaten tufts of grass on the summit of an old ruin. But he did not push his hair out of his eyes, nor did he tuck his beard into his belt, for his arms were uplifted in prayer. Ever since sunrise he had raised his gnarled, hairy arms toward heaven, as untiringly as a tree stretches up its branches and he meant to remain standing so till night. He had a great boon to pray for.

He was a man who had suffered much of the world's anger. He had himself persecuted and tortured, and persecutions and torture from others had fallen to his share, more than his heart could bear. So he went out on the great heath, dug himself a hole in the river bank and became a holy man, whose prayers were heard at God's throne.

Hatto the hermit stood there on the river bank by his hole and prayed the great prayer of his life. He prayed God that He should appoint the day of doom for this wicked world. He called on the trumpet-blowing angels, who were to proclaim the end of the reign of sin. He cried out to the waves of the seas of blood, which were to drown the unrighteous. He called on the pestilence, which should fill the churchyards with heaps of dead.

Round about stretched a desert plain. But a little higher up on the river bank stood an old willow with a short trunk, which swelled out at the top in a great knob like a head, from which new, light-green shoots grew out. Every autumn it was robbed of these strong, young branches by the inhabitants of that fuel-less heath. Every spring the tree put forth new, soft shoots, and in stormy weather these waved and fluttered about it, just as hair and beard fluttered about Hatto the hermit.

A pair of wagtails, which used to make their nest in the top of the willow's trunk among the sprouting branches, had intended to begin their building that very day. But among the whipping shoots the birds found no quiet. They came flying with straws and root fibers and dried sedges, but they had to turn back with their errand unaccomplished. Just then they noticed old Hatto, who called upon God to make the storm seven times more violent, so that the nest of the little birds might be swept away and the eagle's eyrie destroyed.

Of course no one now living can conceive how mossy and dried-up and gnarled and

black and unlike a human being such an old plain-dweller could be. The skin was so drawn over brow and cheeks, that he looked almost like a death's head, and one saw only by a faint gleam in the hollows of the eye-sockets that he was alive. And the dried-up muscles of the body gave it no roundness, and the upstretched, naked hands consisted only of shapeless bones, covered with shrivelled, hardened, bark-like skin. He wore an old, close-fitting, black robe. He was tanned by the sun and black with dirt. His hair and beard alone were light, bleached by the rain and sun, until they had become the same green-gray color as the under side of the willow leaves. The birds flying about, looking for a place to build, took Hatto the hermit for another old willow-tree, checked in its struggles toward the sky by axe and saw like the first one. They circled about him many times, flew away and came again, took their landmarks, considered his position in regard to the birds of prey and winds, found him rather unsatisfactory, but nevertheless decided in his favor, because he stood so near to the river and to the tufts of sedge, their larder and store-house. One of them shot swift as an arrow down into his upstretched hand and laid his root fiber there.

There was a lull in the storm, so that the root-fiber was not torn instantly away from the hand; but in the hermit's prayers there was no pause: "May the Lord come soon to destroy this world of corruption, so that man may not have time to heap more sin upon himself! May he save the unborn from life! For the living there is no salvation."

Then the storm began again, and the little root-fiber fluttered away out of the hermit's big, gnarled hand. But the birds came again and tried to wedge the foundation of the new home in between the fingers. Suddenly a shapeless and dirty thumb laid itself on the straws and held them fast, and four fingers arched themselves so that there was a quiet niche to build in. The hermit continued his prayers.

"Oh Lord, where are the clouds of fire which laid Sodom waste? When wilt Thou let loose the floods which lifted the ark to Ararat's top? Are not the cups of Thy patience emptied and the vials of Thy grace exhausted? Oh Lord, when wilt Thou rend the heavens and come?"

And feverish visions of the Day of Doom appeared to Hatto the hermit. The ground trembled, the heavens glowed. Across the flaming sky he saw black clouds of flying birds, a horde of panic-stricken beasts rushed, roaring and bellowing, past him. But while his soul was occupied with these fiery visions, his eyes began to follow the flight of the little birds, as they flashed to and fro and with a cheery peep of satisfaction wove a new straw into the nest.

The old man had no thought of moving. He had made a vow to pray without moving with uplifted hands all day in order to force the Lord to grant his request. The more exhausted his body became, the more vivid visions filled his brain. He heard the walls of cities fall and the houses crack. Shrieking, terrified crowds rushed by him, pursued by the angels of vengeance and destruction, mighty forms with stern, beautiful faces, wearing silver coats of mail, riding black horses and swinging scourges, woven of white lightning.

The little wagtails built and shaped busily all day, and the work progressed rapidly. On the tufted heath with its stiff sedges and by the river with its reeds and rushes, there was no lack of building material. They had no time for noon siesta nor for evening rest. Glowing with eagerness and delight, they flew to and fro, and before night came they had almost reached the roof.

But before night came, the hermit had begun to watch them more and more. He followed them on their journeys; he scolded them when they built foolishly; he was furious when the wind disturbed their work; and least of all could he endure that they should take any rest.

Then the sun set, and the birds went to their old sleeping-place in among the rushes.

Let him who crosses the heath at night bend down until his face comes on a level with the tufts of grass, and he will see a strange spectacle outline itself against the western sky. Owls with great, round wings skim over the ground, invisible to anyone standing upright. Snakes glide about there, lithe, quick, with narrow heads uplifted on swanlike necks. Great turtles crawl slowly forward, hares and water-rats flee before preying beasts, and a fox bounds after a bat, which is chasing mosquitos by the river. It seems as if every tuft has come to life. But through it all the little birds sleep in the waving rushes, secure from all harm in that resting-place which no enemy can approach, without the water splashing or the reeds shaking and waking them.

When the morning came, the wagtails believed at first that the events of the day before had been a beautiful dream.

They had taken their landmarks and flew straight to their nest, but it was gone. They flew searching over the heath and rose up into the air to spy about. There was not a trace of nest or tree. At last they lighted on a couple of stones by the river bank and considered. They wagged their long tails and cocked their heads on one side. Where had the tree and nest gone?

But hardly had the sun risen a handsbreadth over the belt of trees on the other bank, before their tree came walking and placed itself on the same spot where it had been the day before. It was just as black and gnarled as ever and bore their nest on the top of something, which must be a dry, upright branch.

Then the wagtails began to build again, without troubling themselves any more about nature's many wonders.

Hatto the hermit, who drove the little children away from his hold telling them that it had been best for them if they had never been born, he who rushed out into the mud to hurl curses after the joyous young people who rowed up the stream in pleasure-boats, he from whose angry eyes the shepherds on the heath guarded their flocks, did not return to his place by the river for the sake of the little birds. He knew that not only has every letter in the holy books its hidden, mysterious meaning, but so also has everything which God allows to take place in nature. He had thought out the meaning of the wagtails, building in his hand. God wished him to remain standing with uplifted arms until the birds had raised their brood; and if he should have the power to do that, he would be heard.

But during that day he did not see so many visions of the Day of Doom. Instead, he watched the birds more and more eagerly. He saw the nest soon finished. The little builders fluttered about it and inspected it. They went after a few bits of lichen from the real willow-tree and fastened them on the outside, to fill the place of plaster and paint. They brought the finest cotton-grass, and the female wagtail took feathers from her own breast and lined the nest.

The peasants, who feared the baleful power that the hermit's prayers might have at the throne of God, used to bring him bread and milk to mitigate his wrath. They came

now too and found him standing motionless, with the bird's nest in his hand. "See how the holy man loves the little creatures," they said, and were no longer afraid of him, but lifted the bowl of milk to his mouth and put the bread between his lips. When he had eaten and drunk, he drove away the people with angry words, but they only smiled at his curses.

His body had long since become the slave of his will. By hunger and blows, by praying all day, by waking a week at a time, he had taught it obedience. Now the steel-like muscles held his arms uplifted for days and weeks, and when the female wagtail began to sit on her eggs and never left the nest, he did not return to his hold even at night. He learned to sleep sitting, with upstretched arms. Among the dwellers in the wilderness there are many who have done greater things.

He grew accustomed to the two little, motionless bird-eyes which stared down at him over the edge of the nest. He watched for hail and rain, and sheltered the nest as well as he could.

At last one day the female is freed from her duties. Both the birds sit on the edge of the nest, wag their tails and consult and look delighted, although the whole nest seems to be full of an anxious peeping. After a while they set out on the wildest hunt for midges.

Midge after midge is caught and brought to whatever it is that is peeping up there in his hand. And when the food comes, the peeping is at its loudest. The holy man is disturbed in his prayers by that peeping.

And gently, gently he bends his arm, which has almost lost the power of moving, and his little fiery eyes stare down into the nest.

Never had he seen anything so helplessly ugly and miserable: small, naked bodies, with a little thin down, no eyes, no power of flight, nothing really but six big gaping mouths.

It seemed very strange to him, but he liked them just as they were. Their father and mother he had never spared in the general destruction, but when hereafter he called to God to ask of him the salvation of the world through its annihilation, he made a silent exception of those six helpless ones.

When the peasant women now brought him food, he no longer thanked them by wishing their destruction. Since he was necessary to the little creatures up there, he was glad that they did not let him starve to death.

Soon six round heads were to be seen the whole day long stretching over the edge of the nest. Old Hatto's arm sank more and more often to the level of his eyes. He saw the feathers push out through the red skin, the eyes open, the bodies round out. Happy inheritors of the beauty nature has given to flying creatures, they developed quickly in their loveliness.

And during all this time prayers for the great destruction rose more and more hesitatingly to old Hatto's lips. He thought that he had God's promise, that it should come when the little birds were fledged. Now he seemed to be searching for a loop-hole for God the Father. For these six little creatures, whom he had sheltered and cherished, he could not sacrifice.

It was another matter before, when he had not had anything that was his own. The love for the small and weak, which it has been every little child's mission to teach big dangerous people, came over him and made him doubtful.

He sometimes wanted to hurl the whole nest into the river, for he thought that they

who die without sorrow or sin are the happy ones. Should he not save them from beasts of prey and cold, from hunger, and from life's manifold visitations? But just as he thought this, a sparrow-hawk came swooping down on the nest. Then Hatto seized the marauder with his left hand, swung him about his head and hurled him with the strength of wrath out into the stream.

The day came at last when the little birds were ready to fly. One of the wagtails was working inside the nest to push the young ones out to the edge, while the other flew about, showing them how easy it was, if they only dared to try. And when the young ones were obstinate and afraid, both the parents flew about, showing them all their most beautiful feats of flight. Beating with their wings, they flew in swooping curves, or rose right up like larks or hung motionless in the air with vibrating wings.

But as the young ones still persist in their obstinacy, Hatto the hermit cannot keep from mixing himself up in the matter. He gives them a cautious shove with his finger and then it is done. Out they go, fluttering and uncertain, beating the air like bats, sink, but rise again, grasp what the art is and make use of it to reach the nest again as quickly as possible. Proud and rejoicing, the parents come to them again and old Hatto smiles.

It is he who gave the final touch after all.

He is now considering seriously if there could not be any way out of it for our Lord.

Perhaps, when all was said, God the Father held this earth in his right hand like a big bird's nest, and perhaps he had come to cherish love for all those who build and dwell there, for all earth's defenseless children. Perhaps he felt pity for those whom he had promised to destroy, just as the hermit felt pity for the little birds.

Of course the hermit's birds were much better than our Lord's people, but he could quite understand that God the Father had love for them.

The next day the bird's nest stood empty, and the bitterness of loneliness filled the heart of the hermit. Slowly his arm sank down to his side, and it seemed to him as if all nature held its breath to listen for the thunder of the trumpet of Doom. But just then all the wagtails came again and lighted on his head and shoulders, for they were not at all afraid of him. Then a ray of light shot through old Hatto's confused brain. He had lowered his arm, lowered it every day to look at the birds.

And standing there with all the six young ones fluttering about him, he nodded contentedly to someone whom he did not see. "I let you off," he said, "I let you off. I have not kept my word, so you need not keep yours."

And it seemed to him as if the mountains ceased to tremble and as if the river laid itself down in easy calm in its bed.

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning
ray,

We praise thee with the fading light of day;
All things that live and move by sea and land
Forever ready at thy service stand.

Thy nations all are singing night and day,
"Glory to thee, the mighty God, for aye!
By thee, thro' thee, in thee all beings are!"
The list'ning earth repeats the song afar.

Group Work—

Leader and Children: This is a story which the children will like to talk

about. Be ready to answer their questions. Let them color the nest and birdlings on the new page leaving with them in talking over the story the impression of how only love coming into the heart of the hermit conquered him at last. Let them learn the text "Love suffereth long and is kind."

Song—" *I think when I read.*"

(For words and music see p. 215)

Birthday Offering and Welcome to New Pupils—

Song—" *Praise ye the Father.*"

(For words and music see p. 209)

Closing Sentences—

(See p. 11)

LESSON XXXVI

A Dinner Party

AIM OF THE LESSON

This lesson aims at a very common ethical need of the children, namely, the substitution of the law of love for the desire to take the best place, and to be the chief participant, in pleasure and sport.

PREPARATION OF THE LESSON

Read and study the whole of Luke, chap. 14, which gives such an interesting picture of Jesus as he moved about among the people, friendly with rich and poor, yet holding to his own narrow path of right and justice. Look up in the Bible Dictionary, "Feasts" and such words as will help you to get a vivid conception of the scenes at the dinner. Recall pictures which you have seen and look up others in order to get details of description.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence."

(For words and music see p. 203)

Informal Conversation—

Leader and Children: Talk about parties. Local conditions will guide you in adjusting this conversation to the children, the aim being to get the children to see that one can only have a good time at a party if all the children are unselfish and do not try to secure the best things and the most attention for themselves. Let this be an experience meeting for the children.

Song—

(For music see p. 223)

We praise thee, Lord, with earliest morning ray,	Thy nations all are singing night and day, "Glory to thee, the mighty God, for aye!"
We praise thee with the fading light of day;	By thee, thro' thee, in thee all beings are!"
All things that live and move by sea and land	The list'ning earth repeats the song afar.
Forever ready at thy service stand.	

Prayer—*Leader:* "Shall we say together the prayer which Jesus taught us?"*All:*

Our Father, who art in heaven,
Hallowed be thy name;
Thy kingdom come,
Thy will be done
On earth as it is in heaven;
Give us this day our daily bread.
And forgive us our debts,
As we forgive our debtors;
Lead us not into temptation,
But deliver us from evil;
For thine is the kingdom,
The power, and the glory,
For ever and ever, Amen.

Text Exercise—New texts from which selections appropriate to this series may be made are:

Matt. 5:9: Blessed are the peacemakers, for they shall be called sons of God.

Luke 6:35: Love your enemies.

John 9:5b: I am the light of the world.

John 13:34: Love one another.

John 14:15: If ye love me, ye will keep my commandments.

John 15:9: Abide ye in my love.

John 15:12: This is my commandment, that ye love one another, even as I have loved you.

John 15:14: Ye are my friends, if ye do the things which I command you.

Song Text—

(For music see p. 204)

Ye are my friends if ye do the things which I command you.
Ye are my friends if ye do the things which I command you.

Song—

(For music see p. 215)

I think, when I read that sweet story of old,	I wish that his hands had been placed on my
When Jesus was here among men,	head, [me,
How he called little children as lambs to	That his arms had been thrown around
his fold,	And that I might have seen his kind looks
I should like to have been with them	when he sa d,
then.	"Let the little ones come unto me."

Yet still to his footstool in prayer I may go,
 And ask for a share in his love;
 And if I earnestly seek him below,
 I shall see him and hear him above,
 In that beautiful place he is gone to prepare
 For all who are washed and forgiven:
 And many dear children are gathering there,
 "For of such is the kingdom of heaven."

Lesson Story—

Leader: Suggest that today we are going to a dinner party with Jesus, a dinner party in a rich man's house, one of the Pharisees, and it is Sunday. Describe the scene as vividly as you can. Suggest Jesus going about talking with the guests before the dinner. Describe the coming-in of the sick man, the way in which the people watched Jesus to see what he would do because it was Sunday, what Jesus did, and how he explained his act. Describe the different people as the dinner began, each one looking to find for himself the best seat, among the seats nearest to the host which were considered the most honorable. Perhaps it is legitimate in this description to take the example of a single man who coming in to the dinner and sitting down at one of the chief seats is asked by the host to take a lower place, leaving the one he has chosen for someone who is greater than he. Picture Jesus turning to the friends near him and saying the words contained in vss. 8-11. "Jesus then had good manners, had he not? He knew what it was polite to do, but did he do it just because it was polite or because it was really kind? Did he expect people to leave the chief seats for others because in their hearts they were kind and unselfish and did not want to take the best things for themselves, or just because it was polite?"

Song—

(For music see p. 242)

The King of Love my Shepherd is,
 Whose goodness faileth never;
 I nothing lack if I am his,
 And he is mine forever.

Perverse and foolish, oft I stray'd,
 But yet in love he sought me,
 And on his shoulder gently laid,
 And home, rejoicing, brought me.

And, so, through all the length of days,
 Thy goodness faileth never;
 Good Shepherd, may I sing thy praise
 Within thy house forever.

Group Work—

Leader and Children: Talk with the children about rules for conduct. Lead them to see that we could never have rules for everything. We could not remember them. Be explicit, taking up many individual acts counted polite or impolite. Note that politeness, good manners and conduct are the same thing. See if they can propose some general rules which will do for all occasions. Lead them to such expressions as "God is love," "Love thy neighbor as thyself," and the Golden Rule. Let them have the new page and read the instructions of Jesus, coloring the book with its strings to suit their fancy. Give out poem.

Song—*"Can a little child like me?"*

(For words and music see p. 217)

Birthday Offering and Welcome to New Pupils—**Song—***"When morning gilds the skies."*

(For words and music see p. 240)

Closing Sentences—

(See p. 11)

LESSON XXXVII

Visiting Friends

AIM OF THE LESSON

The aim of this lesson is to show Jesus in the home of his friends on an occasion when he enters into the everyday life of the family, suggesting to the children the joy and obligations of human friendship, and emphasizing Jesus' estimate of the common things of life.

PREPARATION OF THE LESSON

Recall all the information that you have gained about the oriental house, plans of house-keeping, a country village in Palestine, etc. Picture to yourself Jesus frequently coming to the home of his friends, Mary, Martha, and Lazarus in Bethany, talking with them of his work, of his thought of God, and of his ideals for the world. Consider whether they had not known him long enough to know what he would value in such a visit. Read carefully Luke 10:38-42.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: Let your conversation turn on the question of friends, going to see friends, having friends visit us. What do we do when our friends come to see us? Do we aim to make them happy or ourselves happy by doing the thing that we would like to do without thinking whether they like it or not? Have some little incident which you can tell to illustrate your point, something quite within the experience of the children.

Song—

(For music see p. 228)

From the bright blue heavens, with the angels mild,
 God, our loving Father, looks on ev'ry child:
 Lovingly he listens to each little pray'r;
 Watches every footstep with a father's care.
 With a father's kindness gives him daily bread,
 Shields from ev'ry danger ev'ry little head;
 Tell all little children of this Father true;
 Who will ne'er forsake them if his will they do.

Prayer—*All:* (Sing first two lines, repeating the rest.)

Our Father, who art in heaven
 Hallowed be thy name.
 Thy kingdom come,
 Thy will be done
 On earth as it is in heaven.
 Give us this day our daily bread;
 And forgive us our debts
 As we forgive our debtors.
 Lead us not into temptation,
 But deliver us from evil.
 For thine is the kingdom,
 The power, and the glory,
 For ever and ever, Amen.

Song Text—

(For music see p. 242)

He prayeth best who loveth best
 All things both great and small;
 For the dear God who loveth us,
 He made and loveth all.

Text Exercise—For texts appropriate to this series see p. 179.**Song Text—**

(For music see p. 212)

A new commandment I give unto you,
 that ye love one another,
 As I have loved you,
 As I have loved you, that ye also
 love one another.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—*Leader:* Raise the question whether Jesus whom we have seen traveling

about the country teaching and healing and working continually for the Heavenly Father ever had any friends whom he went to visit, just plain people whom he enjoyed talking with, doing little things for them, and receiving little kindnesses, just as we do with our friends. Suggest that you do not now mean the disciples who traveled around with him, but people who lived in villages or towns which he visited and who looked forward to his coming and welcomed him. Suggest that you know a story about such a place, a home in the little village of Bethany, quite near to Jerusalem, where Jesus often went to visit. Let us pay a visit there with him today. Let us see if we can see the house. Describe now a typical Palestinian house with the inner court, the garden, a guest expected, Martha the busy house-keeper making her plans which involved elaborate entertainment. Tell now the story found in the Luke passage, elaborating it in such a way as to make your picture vivid, but not to do violence to the facts. Bring out as you tell it the fact that Martha was planning to entertain Jesus in the way which pleased herself, thinking that that also would please Jesus. Mary who knew that best of all Jesus liked people to listen to his teaching, although possibly quite as anxious to entertain him showily, gave up her own idea in the matter, and found her joy and satisfaction in listening to Jesus. Suggest very briefly the reason why Jesus spoke as he did—the perishable pleasure that comes from eating and drinking, as compared with the lasting joy of having beautiful things to think about, and of knowing great things about God and about people.

Song—

(For music see p. 242)

The King of Love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am his,
And he is mine for ever.

Perverse and foolish, oft I stray'd,
But yet in love he sought me,
And on his shoulder gently laid,
And home, rejoicing, brought me.

And now, through all the length of days,
Thy goodness faileth never;
Good Shepherd, may I sing thy praise
Within thy house for ever.

Group Work—

Group Teachers and Children: Let the children discuss the pleasure of

having people come to see them and ways of entertaining them. Let them study the new picture and point out its details, noting the elaborate house, and recalling the simplicity of the wants of Jesus. Let them feel the beauty of this picture, the strength of the portrait of Jesus, and make the frame a fitting one for such a subject.

Song—“*Thou that once on mother's knee.*” (For words and music see p. 204)

Birthday Offering and Welcome to New Pupils—

Song—“*When morning gilds the skies.*” (For words and music see p. 240)

Closing Sentences— (See p. 11)

LESSON XXXVIII

Jesus with the Mother of James and John

AIM OF THE LESSON

The aim of this lesson is to call the attention of the children to the right attitude toward desire for place and power and to suggest that if one has power he is expected to use it for his fellow-men.

PREPARATION OF THE LESSON

Recall Jesus and his relations with his disciples, and read carefully Mark 10:35-45. Look up in the Bible Dictionary "James," "John," and "Kingdom of God."

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"The earth is hushed in silence." (For words and music see p. 203)

Informal Conversation—

Leader and Children: Get the children to express themselves upon the question of what they would like to have most, whatever it is. Talk with them until you can lead them to the thought that whatever of value one possesses, whether it be riches or position, whatever it may be, responsibility increases in proportion with one's opportunity. Be careful to make this conversation short and very simple.

Song—"In the little village of Bethlehem." (For music see p. 231)

In the little village of Bethlehem

There lay a child one day,

And the sky was bright with a holy light

O'er the place where Jesus lay;

Alleluia! O how the angels sang,

Alleluia! how it rang,

And the sky was bright with a holy light—

'Twas the birthday of a King.

'Twas a humble birthplace, but oh! how much

God gave to us that day;

From the manger bed, what a path has led,

What a perfect, holy way!

Alleluia! O how the angels sang;

Alleluia! how it rang,

And the sky was bright with a holy light,

'Twas the birthday of a King.

Chorus:

Alleluia! O how the angels sang,
 Alleluia! O how the chorus rang,
 And the sky was bright with a holy light,
 'Twas the birthday of a King.

Prayer—*Leader and Children:*

Loving Jesus, meek and mild,
 Look upon a little child,
 Make me gentle as thou art,
 Come and live within my heart.
 Take my childish hand in thine,
 Guide these little feet of mine
 So shall all my happy days,
 Sing their pleasant song of praise.

Song Text—

He prayeth best who loveth best
 All things both great and small;
 For the dear God who loveth us,
 He made and loveth all.

(For music see p. 242)

Song—

Can a little child like me,
 Thank the Father fittingly?
 Yes, oh yes! be good and true,
 Patient, kind in all you do;
 Love the Lord, and do your part;
 Learn to say with all your heart:

For the fruit upon the tree,
 For the birds that sing of thee,
 For the earth in beauty drest,
 Father, mother, and the rest;
 For thy precious, loving care,
 For thy bounty ev'rywhere,

(For music see p. 217)

Chorus:

Father, we thank thee!
 Father, we thank thee!
 Father in heaven, we thank thee!

For the sunshine warm and bright,
 For the day and for the night;
 For the lessons of our youth,
 Honor, gratitude, and truth;
 For the love that met us here,
 For the home and for the cheer,

(Chorus)

For our comrades and our plays,
 And our happy holidays;
 For the joyful work and true
 That a little child may do;
 For our lives but just begun;
 For the great gift of thy Son,

*(Chorus)***Text Exercise—**For texts appropriate to this series see p. 179.**March Song and Offering—**

(For words and music see p. 205)

Lesson Story—

Leader: Recall to the children the friends of Jesus. Let them tell you of occasions when Jesus walked in the fields and talked to the friends who traveled about with him. See if they can remember some of the stories of these friends by the sea.

Raise the question as to what they thought about Jesus. They had been with him a long time. Did they think he was somebody great? They had seen his wonderful acts and heard his teaching day after day, yet he was not rich and he had no beautiful home where he might entertain them. What did they think about him and what did they expect of him? Picture here very briefly the expectations of the friends of Jesus who believed that he was the coming king who would some day set up his kingdom on the earth. Then suggest that they were all poor men. What did they expect when Jesus should set up this kingdom? Tell now the story in Mark very simply, eliminating all the difficult ideas and representing the sons of Zebedee as coming to Jesus with their request for power and place in his new kingdom. Represent Jesus as telling them simply that along with the kingdom over which he might rule would come sorrow and suffering. Would they be willing to share that with him? All people who have power must use it in serving other people. Whoever would be the *first* among you must be the servant of all. Let the children recall stories of Jesus where service made him great. If it can be done without confusion the notebooks may be referred to to refresh the memories of the children. Why was Jesus the greatest man who ever lived? Was it not because he served the world better than any man who ever lived? What was the rule of his life? "Thou shalt love the Lord thy God with all thy heart and thy neighbor as thyself." Let us sing it.

Song Text—

(For music see p. 212)

A new commandment I give unto you,
that ye love one another,
As I have loved you,
As I have loved you, that ye also
love one another.

Group Work—

Group Teachers and Children: If possible have ready a short story which betrays the wrong use of power, and contrast this with Jesus' life of service.

Let the children paste the picture of Jesus on the new page and under it write the text which they like best from the following: "If any man serve me let him follow me," "By love serve one another," "All nations shall serve him," "Serve him with a perfect heart."

Song—"*The King of Love my Shepherd is.*" (For words and music see p. 242)

Birthday Offering and Welcome to New Pupils—

Song—"*When morning gilds the skies.*" (For words and music see p. 420)

Closing Sentences— (See p. 11)

LESSON XXXIX

The Little Man

AIM OF THE LESSON

The aim of this lesson is again to show Jesus in his common daily relationships with people, this time with emphasis upon the cosmopolitan nature of his friendships, with a view of leading the children to feel that exclusiveness is something opposed to the Christ-like spirit. This may seem at first thought an adult conception, but if one has ever watched children at play it will be easy to recall the way in which sometimes a child for no apparent reason is temporarily boycotted by the rest in a cruel way.

PREPARATION OF THE LESSON

Read in the Bible Dictionary under "Publican" and study the attitude of the Jewish community toward the publicans, whose duty it was to collect the Roman taxes so abhorred by the people. Read also under "Zacchaeus." Note that Zacchaeus was a Jew and for that very reason was probably more hated as an officer than he would have been had he been a foreigner. We can easily understand that the Jews regarded him as in some sense a traitor, but we need not necessarily conclude that he was not a man of wisdom and judgment. Perhaps he may even have felt that he was doing his country a service by helping to administer a hated law in such a way as to avoid rebellion and bloodshed. There is much of theological interest and significance in the story contained in Luke 19:1-10, but all this must be set aside and the story made perfectly simple and direct, the words of Jesus being interpreted in terms of the experience of the children.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"Holy, holy, holy, Lord God Almighty." (For words and music see p. 208)

Informal Conversation—

Leader and Children: The conversation to precede this lesson should be adjusted from local conditions, the point of it being to direct the attention of the children to the impartial love of God. Possibly nature will give the best illustrations, the flowers in the country garden growing together side by side, the stately rose, the humble pansy, the daisy, the sweetwilliam, and many others which you can mention, each having its own beauty and its own appeal. Many other illustrations will occur to you. If you feel that the love of God has already been sufficiently emphasized, do not suggest that but lead the children to see and admire the quality of democracy in the people about them.

Song—

(For music see p. 249)

God sends his bright spring sun
To melt the ice and snow,
To start the green leaf buds,
And make the flowers grow.

God sends his love to us,
To make our goodness grow,
Let us be sweet like flow'rs,
That in the garden blow.

Prayer—

All: (Sing the first two phrases and repeat the rest.)

Our Father, who art in heaven,
Hallowed be thy name:
Thy kingdom come,
Thy will be done
On earth as it is in heaven.
Give us this day our daily bread;
And forgive us our debts
As we forgive our debtors.
Lead us not into temptation,
But deliver us from evil.
For thine is the kingdom,
The power, and the glory,
For ever and ever, Amen.

Song Texts—

(For music see p. 242, 212)

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

A new commandment I give unto you,
 that ye love one another,
 As I have loved you,
 As I have loved you, that ye also
 love one another.

Song—

(For music see p. 239)

Can you count the stars that brightly
 Twinkle in the midnight sky?
 Can you count the clouds so lightly
 O'er the meadows floating by?
 God the Lord doth mark their number,
 With his eyes that never slumber.
 He hath made them every one.

Do you know how many children
 Rise each morning, blithe and gay?
 Can you count the little voices,
 Singing sweetly day by day?
 God hears all the little voices,
 In their pretty songs rejoices.
 He doth love them, every one.

Text Exercise—For appropriate texts see p. 179.

Song Text—

(For music see p. 204)

Ye are my friends if ye do the things which I command you.
 Ye are my friends if ye do the things which I command you.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Our story today is about a man who because he happened to be a little man had a wonderful day in his life. This man lived in the city of Jericho, which was very near to Jerusalem where Jesus went so many times. He was a man who was hated by many of his neighbors. He was not ugly to look at, he was kind and generous, he gave half of all the money that he made to the poor. Why did the people hate him? It was because of his business. The people in Jesus' country were all obliged to pay to a great king far away in Rome a tax, that is, some money every year, so that that king would not come and destroy their country. The people hated to pay this money, but it was the only way in which they could have peace in their land, for the great king not only did not destroy them himself, but did not allow any other nation to come in and destroy them, so that he was in some sense their protector, although they hated him. Somebody had to collect this money every year from every family, and the old king far away paid some of

the men who lived in Jesus' country to collect the money for him. Now the people hated these men who collected the money. They had no right to hate them, because somebody had to collect the money, and it was best to have some of their own people who understood them and would not be cruel and collect more than they ought to. But that made no difference, the collectors were hated just the same. Zacchaeus, the little man, was one of these tax-collectors, and so his neighbors hated him and said, "He is a sinner. God will forget him." So although Zacchaeus was not poor, was not ugly, was not cruel, and was not bad in any way, he was hated.

One day there was a crowd seen coming up the streets of Jericho. Zacchaeus did not know that this was to be the greatest day in his life, and that the coming of this crowd was to bring a wonderful joy to him. When he saw the people coming he wondered who they were and why they were coming all together, and he ran to see, but he could see nothing except the crowd of people. Complete now your story from the biblical material. In the conversation between Zacchaeus and Jesus interpret Jesus' words something like this: "Today is a great joy come to your house, Zacchaeus, for I am come to bring joy into the world and to teach you and all the world that God loves *all alike*." Did Zacchaeus care then if his neighbors hated him? They had told him that God would forget him, but now he felt sure as he looked at this wonderful, kind, gentle face of the Great Teacher that God could never forget him, and that it mattered not what other people said to him or about him. In telling the story withhold the name of Jesus until the end. Then raise the question with the children, "Who was this great teacher who came to see Zacchaeus?"

Song—

(For music see p. 215)

I think, when I read that sweet story of old,
When Jesus was here among men,
How he called little children as lambs to his
fold,
I should like to have been with them then.

I wish that his hands had been placed on
my head, [me,
That his arms had been thrown around
And that I might have seen his kind looks
when he said,
"Let the little ones come unto me."

Group Work—

Leader and Children: Let the children have their text at once and then talk with them about some ways in which Jesus has brought joy into the world. By the use of some specific details contrast the cruelty and barbarism of Jesus' day with the peace and safety of our own homes. Let the children work as you talk, coloring this last text as beautifully as possible.

Song—*"Joy to the world, the Lord is come."* (For words and music see p. 206)

Birthday Offering and Welcome to New Pupils—

Song—*"When morning gilds the skies."* (For words and music see p. 240)

Closing Sentences— (See p. 11)

LESSON XL

In the Upper Room

AIM OF THE LESSON

The aim of this lesson is to show Jesus in all his beauty of gentleness, love, and devotion among his friends in the upper room. To the children nothing has been presented in all this course of lessons which would give them any sad thought of Jesus. This was intentional and we must not here, even in this last evening with his disciples, introduce an element of sadness. For this year we wish to keep the thought of the children on the joy, the strength, the beauty of the character of Jesus, leaving the hatred with which his life was surrounded, for a time when they are more mature, and can better understand the circumstances.

PREPARATION OF THE LESSON

Read John, chaps. 13-17. Picture to yourself the scene in the upper room, Jesus surrounded by his friends, speaking to them words of deepest love, bidding them farewell, but leaving them with the thought of joy to come rather than sorrow at the temporary parting.

ORDER OF SERVICE AND PRESENTATION OF THE LESSON

Appropriate greeting from the leader; response from the school (see p. 3).

Song—"When morning gilds the skies."

(For words and music see p. 240)

Informal Conversation—

Leader and Children: Let your conversation center about some such theme as "when mother goes away"—how she gives parting messages and

instructions to each child and how she loves and kisses all the children. How sad they are, and how glad when they think that mother will come back some time and will bring them something fine. Draw from the children some of the instructions which she gives.

Song—

(For music see p. 206)

Joy to the world; the Lord is come!
 Let earth receive her king;
 Let every heart prepare him room,
 And heav'n and nature sing,
 And heav'n and nature sing,
 And heav'n and nature sing.

Joy to the earth; the Savior reigns!
 Let men their songs employ;
 While fields and floods, rocks, hills, and
 plains
 Repeat the sounding joy,
 Repeat the sounding joy,
 Repeat the sounding joy.

Prayer—

All: (Repeat, do not sing.)

Heavenly Father, I would pray,
 Come thou near to me,
 Teach me what to do and say,
 How to honor thee.

Blessed Jesus, I would ask
 For a gentle will;
 Help thou me my every task
 Faithful to fulfil.

Text Exercise—For texts appropriate to this series see p. 179.

Song Text—

(For music see p. 204)

Ye are my friends if ye do the things which I command you.
 Ye are my friends if ye do the things which I command you.

Song—

(For music see p. 215)

I think, when I read that sweet story of old,
 When Jesus was here among men,
 How he called little children as lambs to
 his fold,
 I should like to have been with them
 then.

Yet still to his footstool in prayer I may go,
 And ask for a share in his love;
 And if I earnestly seek him below,
 I shall see him and hear him above.

March Song and Offering—

(For words and music see p. 205)

Lesson Story—

Leader: Suggest that this is to be our last visit with Jesus for the year. "It is Jesus' last visit with his friends, too. Jesus was going away. He was going to leave his disciples and so when the feast day came around, the feast

day when Jesus always went to Jerusalem as he did when he was twelve years old, Jesus and his friends were in an upper room in a house in Jerusalem having their last feast together. Who were there? Just the friends of Jesus who had traveled up and down the country with him, twelve of them, all men. What did they talk about? Perhaps they talked about the time when Jesus would come again; how he would be King; and perhaps they wondered again, some of them, which of them would be first when Jesus came back—which would be the greatest man next to Jesus in the new kingdom. Do you remember that once we talked about that before and do you remember what Jesus said to those who wanted to be first?" Repeat with them the verse from the lesson concerning the ambition of James and John. "Whosoever would be first shall be servant of all." "This time Jesus was so anxious that they should not forget what he had taught them that he showed them something about what he meant." Tell very briefly then the story of the washing of the disciples' feet, the humble service performed on this last evening by Jesus for his friends. Be very careful to keep the story on a dignified plane and to emphasize the spirit of service rather than the particular act which is something outside of modern experience. "When Jesus had shown the disciples that no service was too humble if only it brought comfort to his friends, he talked with them and said many beautiful things. Shall we hear some of the things that Jesus said to his friends? He loved them so that he called them 'little children.' He said, 'Little children, only a little while I can be with you. I am going away where you cannot come now. Remember what I say to you. Love one another just as I have loved you, then all men will know that you are my friends.' He said, 'I am going to my Father's house where there are many, many houses and one is for each of you, and some day you will come where I am, because I have told you the way of love, to the Heavenly Father. You have known me and you will know the way to come.' Philip said, 'Show us the Heavenly Father.' And Jesus said, 'Whoever hath seen me hath seen one who is like the Father. Remember my works and do as I have done. And whatsoever you ask for my sake, the Heavenly Father will do for you.

You say you have loved me. Then keep my commandments and my Father will love you and will send a comforting spirit to you, to teach you, after I have gone away. Do not be troubled or anxious, for some day I will come again. Ask and ye shall receive and your joy shall be full. Surely I come from the Father and I go to the Father. You shall come also.’”

“Then Jesus lifted up his eyes toward heaven and prayed the Father to bless and keep his dear friends whom he was leaving. He said, ‘Oh Father, the words which thou hast given to me I have given to these my friends, and they know that they are true words and that I came from thee. Holy Father, keep these my friends in thy Name. Make their joy full. Teach them the truth and give them of the glory which thou art to give to me. Let them come to me where I am going.’

“And so when Jesus had finished talking to his friends they sang a hymn together and then they went out into the night, and we do not need to say goodbye to Jesus for we know that he said ‘Lo! I am with you always, even to the end of the world,’ and we remember the words that he left with his friends, ‘Ye are my friends if ye do the things which I command you;’ ‘Where I am there ye may be also.’”

Song—

(For music see p. 242)

The King of Love my Shepherd is,
Whose goodness faileth never;
I nothing lack if I am his,
And he is mine forever.

Perverse and foolish, oft I stray'd,
But yet in love he sought me,
And on his shoulder gently laid,
And home, rejoicing, brought me.

And, so, through all the length of days,
Thy goodness faileth never;
Good Shepherd, may I sing thy praise
Within thy house forever.

Group Work—

Group Teachers and Children: Give the children the new leaf and let them read the message of Jesus to his friends—to the children if they will fulfil the condition of his friendship, which is simply to live by the law of

love. If time remains let it be spent in going over the books and recalling the story which each page represents.

Song—“*Thou that once on mother's knee.*”

(For words and music see p. 204)

Birthday Offering—

Song—“*The birthday of a King.*”

(For words and music see p. 231)

Closing Sentences—

(See p. 11)

SONGS

THE LORD'S OWN DAY

MEDELSSOHN

Comodo.

p

The earth is hushed in si - lence, Its cares now flee a -
 The bells are sweet - ly ring - ing, Their clear toned voic - es
 O call of love and du - ty! Who would not praise and
 He cheers the wea - ry heart - ed, He shows the heaven - ly
 Come all ye - thank - ful peo - ple! Why should one soul de -

p

mf

way; Let all things bow in rev' - rence On this the Lord's own
 say; Ye peo - ple come and wor - ship On this the Lord's own
 pray, And thank the Lord of Heav - en On this His cho - sen
 way To those who kneel be - fore Him On this His ho - ly
 lay To greet the Lord of Heav - en On this His ho - ly

mf

p *f*

day, On this, on this, the Lord's own day!
 day, On this, on this, the Lord's own day!
 day, On this, on this, His cho - sen day!
 day, On this, on this, His ho - ly day!
 day, On this, on this, His ho - ly day!

p *f*

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THOU THAT ONCE ON MOTHER'S KNEE

FRANCIS T. PALGRAVE

THEODORE E. PERKINS

Thou that once on moth-er's knee Wert a lit-tle one like me,
 Be be-side me in the light, Close be-side me all the night;
 Thou art near me when I pray, Though thou art so far a-way;

When I wake or go to bed, Lay Thy hand a-bout my head,
 Make me gen-tle, kind, and true, Do what moth-er bids me do,
 Thou my lit-tle hymn wilt hear, Jes-us Christ, my Sa-vior dear,

Let me feel thee ver-y near, Je-sus Christ my Sav-ior dear.
 Help and cheer me when I fret, And for-give when I for-get.
 Thou that once on moth-ers knee Wert a lit-tle one like me.

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FATHER, LEAD ME

1. Fa-ther, lead me day by day, Ev-er in Thine own good way;
 2. When in dan-ger make me brave; Make me know that Thou canst save;
 3. When I'm tempt-ed to do wrong, Make me stead-fast, wise, and strong;
 4. When my heart is full of glee, Help me to re mem-ber Thee,

Teach me to be pure and true; Show me what I ought to do.
 Keep me safe by Thy dear side; Let me in Thy love a-bide.
 And when all-a-lone I stand, Shield me with Thy might-y hand.
 Hap-py most of all to know That my Fa-ther loves me so.

FORWARD, CHRISTIAN CHILDREN

FRANK MOORE JEFFREY

For-ward Christ - ian chil - dren With your ban - ners gay,
Now we'll be Thy sol - diers Stand - ing firm and true,
Here, O Lord, well thank thee For the bless - ings past,

Glad your hearts and voices, On this hap - py day, Je - sus is your
Trust - ing Thee to help in Ev - ery thing we do; All kind words and
Here pledge hearts and voices, While our lives shall last, Make us Thine own

Lead - er, In the cause of right He will nev - er fail you,
ac - tions Thou wilt well re - pay, If we fol - low close - ly
chil - dren, And we'll hap - py be, In that world of beau - ty,

For-ward in your might
In the heav - en - ly way For-ward to the bat - tle, For the good and
Af - ter - ward with thee

true, Je - sus is your Cap - tain, He is lead - ing you

Antioch

JOY TO THE WORLD

Arr. by L. MASON

Joy to the world; the Lord is come! Let earth re-ceive her King;
 Joy to the earth the Sav-our reigns Let men their songs em- ploy
 He rules the world in truth and grace And makes the na- tions prove

Let ev-ry heart pre-pare him room, And heav'n and na- ture sing, And
 While fields and floods, rocks, hills, and plains, Re-peat the sound-ing joy, Re-
 The glo-ries of his righteousness, And won-ders of his love, And

And heav'n and na- ture
 heav'n and na- ture sing, And heav'n and na- ture sing.
 Re-peat the sound-ing joy, Re-peat the sound-ing joy.
 won-ders of his love, And won-ders of his love.

sing, And heav'n and na- ture sing

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SONG TEXT

M. R. K.

Thou shalt love the Lord thy God with

all thy heart And thy neigh- bor as thy- self.

MORNING PRAYER

Andante.

1. Fath - er dear, I fain would thank Thee For my long, re - fresh - ing
 2. All that I to - day am do - ing, Help me, Lord, to do for

sleep, And the watch that Thou didst keep, While I slum - bered soft and
 (Thee, May I kind and help - ful be, On - ly good in oth - ers

deep, O'er Thy child so lov - ing - ly, So — lov - ing - ly.
 see, Try to serve thee faith - ful - ly, Serve thee faith - ful - ly.

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SONG TEXT

All things come of Thee, O Lord; and of Thine own have we giv - en Thee. A - men,

HOLY, HOLY, HOLY

J. B. DYKES

1. Ho - ly, ho - ly, ho - ly! — Lord God Al - might - y!
 2. Ho - ly, ho - ly, ho - ly! — all the saints a - dore Thee,
 3. Ho - ly, ho - ly, ho - ly! — tho the dark-ness hide Thee,

Ear - ly in the morn - ing, our song shall rise to
 Cast - ing down their gold - en crowns a - round the glass - y
 Tho the eye of sin - ful man Thy glo - ry may not

Thee. Ho - ly, ho - ly ho - ly! — mer - ci - ful and
 sea, Cher - u - bim and ser - a - phim fall - ing down be -
 see, On - ly Thou art ho - ly; — there is none be -

migh - ty! Which wert, and art, and — ev - er more shalt be.
 fore Thee, Which wert, and art, and — ev - er more shalt be.
 side Thee, Per - fect in pow'r in — love, and pur - i - ty. A - men.

PRAISE YE THE FATHER

GOUNOD

Praise ye the

Fath-er, His love is ev-er - last - ing. Praise ye the Fath-er, Let

all the earth give thanks to Him! Hon-or and glo-ry Be un-to Him for -

ev-er more. O God of mer-cy, Thy chil-dren raise their song to Thee.

Great — is the Lord — who hath shown his glo-rious pow'r, Who giv-eth

The first system of the musical score. It features a vocal melody in the upper staff and piano accompaniment in the lower staff. The key signature has one flat (B-flat), and the time signature is 4/4. The lyrics are: "Great — is the Lord — who hath shown his glo-rious pow'r, Who giv-eth".

light — to the world — And bless-ing to His peo - ple.

The second system of the musical score. The vocal melody continues with the lyrics: "light — to the world — And bless-ing to His peo - ple." The piano accompaniment provides harmonic support.

Great — is the Lord who hath giv-en us the vic - to-ry! With

The third system of the musical score. The vocal melody continues with the lyrics: "Great — is the Lord who hath giv-en us the vic - to-ry! With". The piano accompaniment includes some chromatic movement in the right hand.

love and pow'r He rul-eth the world; A - rise and praise ye the Fath-er!

The fourth system of the musical score. The vocal melody concludes with the lyrics: "love and pow'r He rul-eth the world; A - rise and praise ye the Fath-er!". The piano accompaniment features dynamic markings *f* (forte) and *ff* (fortissimo) in the left hand.

Glo - ry to the Fath - er, to the Fath - er ev - er - last - ing;

The first system of the musical score for 'Gloria'. It features a vocal melody in the upper staff and piano accompaniment in the lower staff. The key signature has one flat (B-flat), and the time signature is 4/4. The lyrics are 'Glo - ry to the Fath - er, to the Fath - er ev - er - last - ing;'.

Glo - ry to the Fath - er who hath made the earth and heav'n! —

The second system of the musical score. The vocal melody continues with the lyrics 'Glo - ry to the Fath - er who hath made the earth and heav'n! —'. The piano accompaniment provides harmonic support.

Loud - ly let the voi - ces ring: Loud - ly praise our migh - ty Lord and King.

The third system of the musical score. The vocal melody includes the lyrics 'Loud - ly let the voi - ces ring: Loud - ly praise our migh - ty Lord and King.'. The piano accompaniment features a steady bass line and chords.

Chil - dren come be - fore his pres - ence with a song, and praise ye — the Lord!

The fourth and final system of the musical score. The vocal melody concludes with the lyrics 'Chil - dren come be - fore his pres - ence with a song, and praise ye — the Lord!'. The piano accompaniment ends with a final chord.

SONG TEXT

M. R. K.

Praise the name of the Lord, Praise the name of the

Lord, for He com-man-ded and they were cre-a-ted, Mountains and all

hills, Fruitful trees and all ce-dars, Praise the name of the Lord.

This musical score is for a three-part setting (Soprano, Alto, and Bass) of a hymn. It is written in 3/4 time with a key signature of two flats (B-flat and E-flat). The melody is simple and hymn-like, with the lyrics written below the notes. The accompaniment consists of chords in the right hand and single notes or simple chords in the left hand, providing a harmonic foundation for the vocal parts.

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SONG TEXT

M. R. K.

A new com-mand-ment I give un-to you, that ye love one an-oth-er, As

This musical score is for a three-part setting (Soprano, Alto, and Bass) of a hymn. It is written in 4/4 time with a key signature of two sharps (F# and C#). The melody is simple and hymn-like, with the lyrics written below the notes. The accompaniment consists of chords in the right hand and single notes or simple chords in the left hand, providing a harmonic foundation for the vocal parts.

I have loved you, As I have loved you, that ye al - so love one an - oth - er.

This musical score is for a song in G major (one sharp) and 4/4 time. It features a vocal melody on a treble clef staff and a piano accompaniment on grand staff (treble and bass clefs). The lyrics are: "I have loved you, As I have loved you, that ye al - so love one an - oth - er." The melody is simple and lyrical, with the piano accompaniment providing a harmonic foundation.

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THE YEAR'S AT THE SPRING

ROBERT BROWNING

M. R. K.

The year's at the spring, And days at the morn,
Morn - ing's at sevn, The hill - side's dew-pearld; The larks on the wing; The
snails on the thorn, Gods in His heav'n All's right with the world

This musical score is for a song in G major (one sharp) and 6/8 time. It features a vocal melody on a treble clef staff and a piano accompaniment on grand staff (treble and bass clefs). The lyrics are: "The year's at the spring, And days at the morn, Morn - ing's at sevn, The hill - side's dew-pearld; The larks on the wing; The snails on the thorn, Gods in His heav'n All's right with the world". The melody is simple and lyrical, with the piano accompaniment providing a harmonic foundation. The word "rit" (ritardando) is marked under the piano accompaniment in the final measure.

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SONG TEXT

M. R. K.

Ye are my friends if ye do the things which I com - mand you

Ye are my friends if ye do the things which I com - mand you.

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NEARER, MY GOD, TO THEE

DR. LOWELL MASON

1. Near - er, my God to Thee, Near - er to Thee: E'en though it
2. Though like the wan - der - er, The sun gone down, Dark - ness be

be a cross That rais - eth me; — Still all my song shall be,
ov - er me, My rest a stone: — Yet in my dreams I'd be



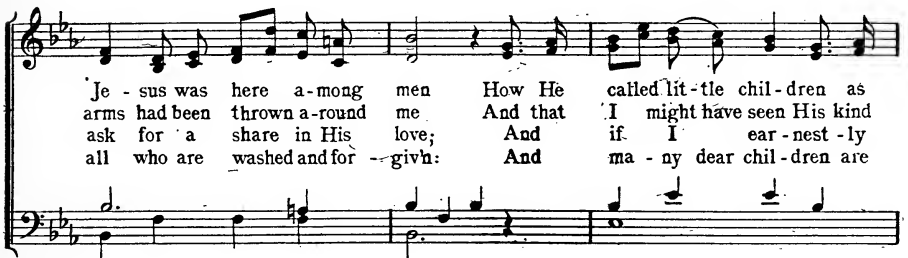
Near-er, my God, to Thee, Near-er, my God, to Thee, Near-er to Thee.
Near-er my God, to Thee, Near-er, my God, to Thee, Near-er to Thee.

I THINK WHEN I READ

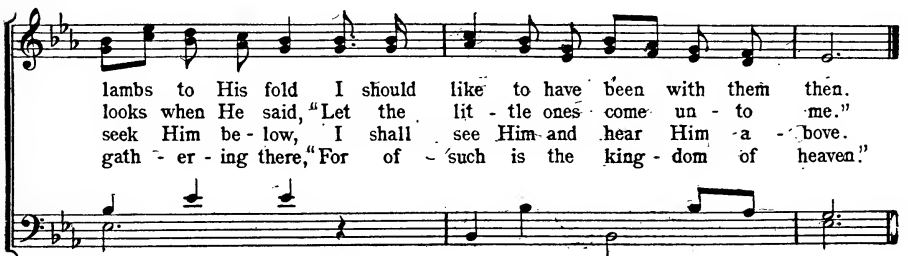
ENGLISH



1. I — think when I read that sweet sto - ry of old When
2. I — wish that His hands had been placed on my head That His
3. Yet — still to His foot - stool in prayer I may go, And —
4. In that beau - ti - ful place He is gone to pre - pare For —



Je - sus was here a-mong men How He called lit - tle chil - dren as
arms had been thrown a-round me And that I might have seen His kind
ask for a share in His love; And if I ear - nest - ly
all who are washed and for - givn: And ma - ny dear chil - dren are



lambs to His fold I should like to have been with them then.
looks when He said, "Let the lit - tle ones come un - to me."
seek Him be - low, I shall see Him and hear Him a - bove.
gath - er - ing there, "For of - such is the king - dom of heaven."

MOTHER DEAR

OEHME

Andante. p

There's naught I love so ten - der - ly As you my moth - er

p

cresc.

dear, And tho'ts of you they bring to me The thoughts of God more

cresc.

p

cresc.

near. I love Him for the gift He gave, A gift I'd keep al -

cresc.

p

way, The dear - est moth - er in the world; She grows more dear each day.

CAN A LITTLE CHILD

Permission of Century Co.

1. Can a lit tle child, like me, Thank the Fa - ther
 2. For the fruit up on the tree, For the birds that
 3. For the sun - shine warm and bright, For the day and
 4. For our com - rades and our plays, And our hap - py

fit ting ly? Yes oh yes! be good and true,
 sing of Thee For the earth in beau - ty drest;
 for - the night; For the les sons of our youth,
 hol i days; For the joy ful work - and true

Pa - tient, kind in all you do; Love the Lord and
 Fa - ther, moth - er and the rest; For thy pre cious.
 Hon or, grat - i - tude and truth; For the love that
 That a lit - tle child may do; For our lives but.

CHORUS.
 do your part; Learn to say with all your heart:
 lov - ing care, For thy boun - ty eve - ry - where: Fa - ther we
 met us here, For the home and for the cheer:
 just be - gun; For the great gift of Thy Son:

thank Thee! Fa - ther we thank Thee! Fa - ther in heav - en, we thank Thee!

BUT THE LORD IS MINDFUL

MENDELSSOHN

But the Lord is mind-ful of His own — He — re —

mem — bers His chil — dren But the Lord is mind — ful — of His

own — The Lord re — members His . chil — dren; re — mem — bers his

chil — dren. Bowdown before Him, ye

p

migh - ty For the Lord is near us!

The first system of the musical score is in G major (one sharp). The vocal line consists of a single melody line. The piano accompaniment is in a 4/4 time signature, featuring a dense texture of chords and moving lines in both the right and left hands.

Bow down be-fore Him 'ye migh - ty For the Lord is

The second system continues the musical piece. The vocal line has a crescendo marking (*cresc.*) above the final measure. The piano accompaniment also features a crescendo marking (*cresc.*) in the right hand for the final measure.

near us! Yea, the Lord is mind-ful of His

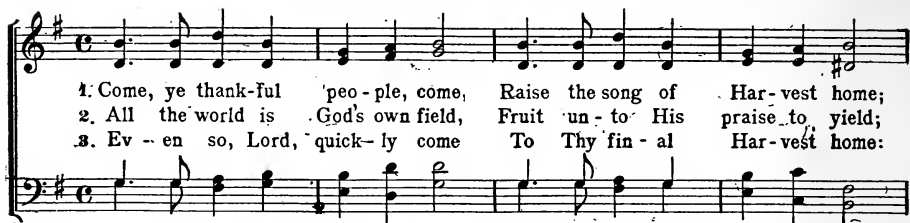
The third system includes dynamic markings: *f* (forte) at the beginning, *dim.* (diminuendo) in the middle, and *p* (piano) at the end. The piano accompaniment shows a clear diminuendo in the right hand.

own! He - re - mem-bers His chil - dren.

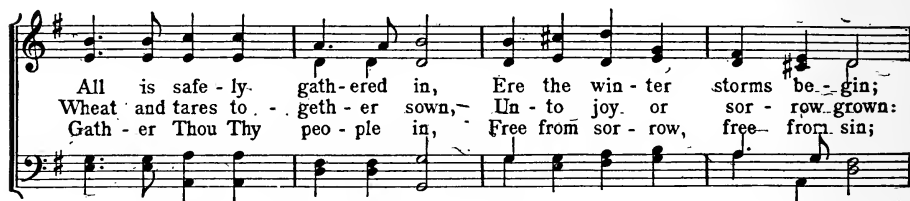
The fourth system concludes the musical phrase. The piano accompaniment features a final chord in the right hand and a sustained bass line in the left hand.

THANKSGIVING HYMN

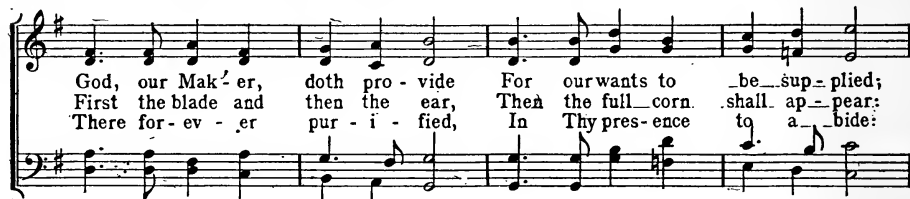
SIR GEORGE ELVEY



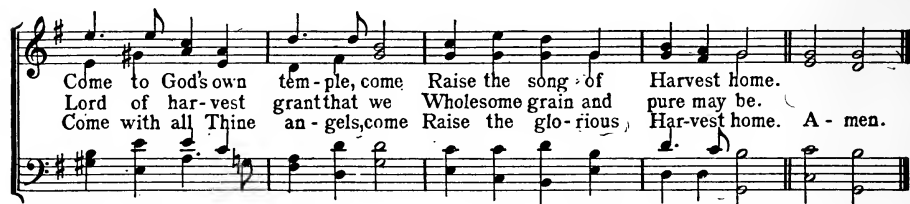
1. Come, ye thank-ful 'peo-ple, come, Raise the song of Har-vest home;
 2. All the world is God's own field, Fruit un-to His praise-to, yield;
 3. Ev-en so, Lord, quick-ly come To Thy fin-al Har-vest home:



All is safe-ly gath-ered in, Ere the win-ter storms be-gin;
 Wheat and tares to- geth-er sown, Un-to joy or sor-row grown:
 Gath-er Thou Thy peo-ple in, Free from sor-row, free from sin;



God, our Mak'er, doth pro-vide For our wants to be sup-plied;
 First the blade and then the ear, Then the full corn shall ap-pear:
 There for-ev-er pur-i-fied, In Thy pres-ence to a-bide:

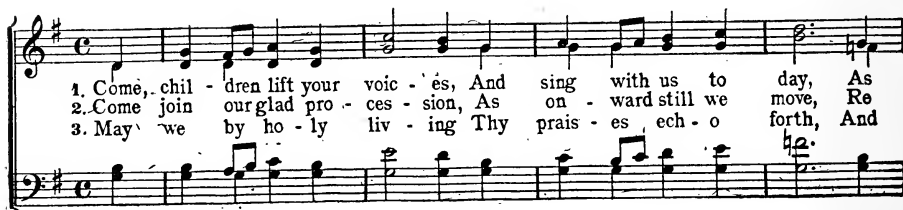


Come to God's own tem-ple, come Raise the song of Harvest home.
 Lord of har-vest grant that we Wholesome grain and pure may be.
 Come with all Thine an-gels, come Raise the glo-rious Har-vest home. A-men.

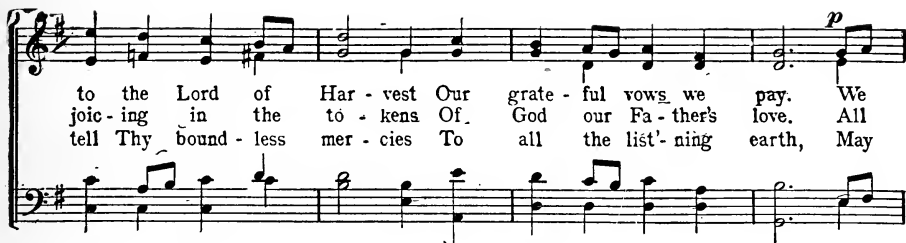
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HARVEST

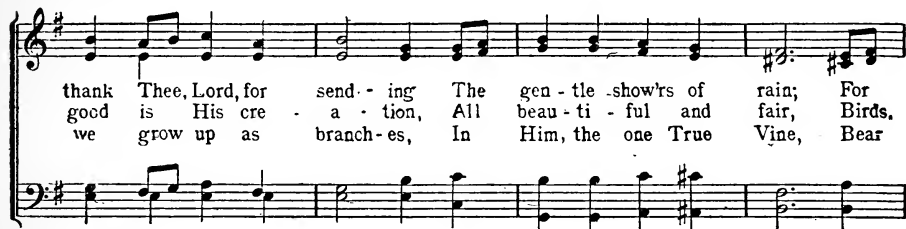
S. S. HYMNAL



1. Come, chil-dren lift your voic-es, And sing with us to day, As
 2. Come join our glad pro-ces-sion, As on-ward still we move, Re
 3. May we by ho-ly liv-ing Thy prais-es, ech-o forth, And



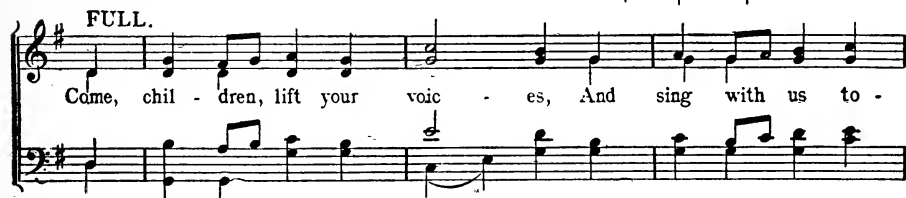
to the Lord of Har - vest Our grate - ful vows we pay. We
joic - ing in the to - kens Of God our Fa - ther's love. All
tell Thy bound - less mer - cies To all the list' - ning earth, May



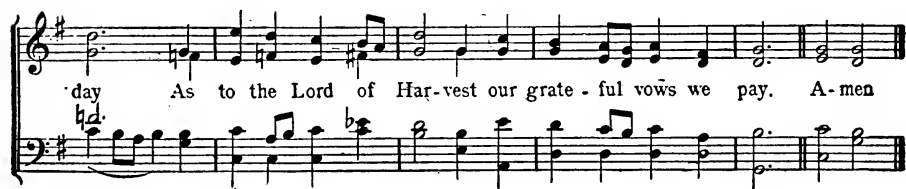
thank Thee, Lord, for send - ing The gen - tle show'rs of rain; For
good is His cre - a - tion, All beau - ti - ful and fair, Birds,
we grow up as branch - es, In Him, the one True Vine, Bear



cre - scen - do.
sum - mer suns which ri - pen'd The fields of gold - en grain;
in - sects, beasts and fish es Our har - vest glad - ness share.
fruit to Life E ter nal, And be for - ev - er Thine.



FULL.
Come, chil - dren, lift your voic - es, And sing with us to -



day As to the Lord of Har - vest our grate - ful vows we pay. A - men

WE PLOUGH THE FIELDS

GLAESER

Moderato.

1. We plough the fields and scat - ter The good seed o'er the land: But
 2. He on - ly is the Mak - er Of all things near and far: He
 3. We thank Thee, then, O Fa - ther, For all things bright and good, The

Play left-hand part ofte octave lower.

it is fed and wa - tered By Gods al-might - y hand He
 paints the way-side flow - er, He lights the ev' - ning star, The
 seed - time and the har - vest, Our life, our health, our food, Ac

sends the snow in win ter, The warmth to swell the grain, The
 winds and waves o - bey Him, By Him the birds are fed; Much
 cept the gifts we of - fer, For all Thy love im - parts, And,

breez - es and the sun - shine, And sweet re - fresh - ing rain,
 more to us His chil - dren, He gives our dai - ly bread,
 what Thou most de - sir - est, Our hum - ble, thank - ful hearts.

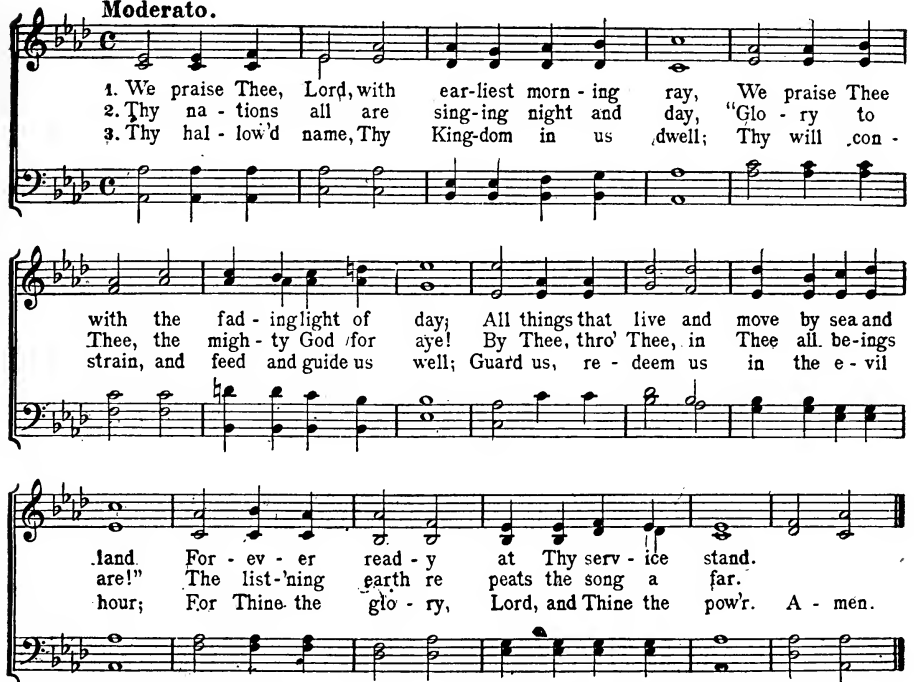
CHORUS



All good gifts a - round us Are sent from heav'n a - bove; Then
thank the Lord; O thank the Lord for all His love.

WE PRAISE THEE, LORD

HOPKINS

Moderato.


1. We praise Thee, Lord, with ear-liest morn - ing ray, We praise Thee
2. Thy na - tions all are sing - ing night and day, "Glo - ry to
3. Thy hal - low'd name, Thy King - dom in us dwell; Thy will con -

with the fad - ing light of day, All things that live and move by sea and
Thee, the migh - ty God for aye! By Thee, thro' Thee, in Thee all be - ings
strain, and feed and guide us well; Guard us, re - deem us in the e - vil

land. For - ev - er read - y at Thy serv - ice stand.
are!" The list - ning earth re peats the song a far.
hour; For Thine the glo - ry, Lord, and Thine the pow'r. A - men.

AS JOSEPH WAS A-WALKING

CHARLES KINGSLEY

L. A. COONLEY-WARD

1. As Jo-seph was a-walk-ing, He heard an an-gel sing, "This
 2. As Jo-seph was a-walk-ing, Thus did the an-gel sing, And

night shall be the birth-night Of Christ, our Heavenly King; His
 Ma-ry's Son at mid-night Was born to be our King; Then

birth-bed shall be nei-ther In hous-en nor in hall, Nor
 be you glad, good peo-ple, At this time of the year; And

in the place-of Par-a-dise, But in the o-pen stall. *Fine.*
 light you up your can-dles, For His star, it shin-eth clear.

He nei - ther shall be rocked — In sil - ver nor in gold, But

in the wood - en man ger That li - eth on the mould; He

neith - er shall be cloth - ed In pur - ple nor in pall, But

in the fair white lin en That us - en ba - bies all

D.C.

From *Songs in Season*, A. Flanagan, publisher. By permission.

AMERICA

Moderato.

mf

1. My coun - try, 'tis of thee, Sweet Land of lib - er - ty,
 2. My na - tive coun try thee, Land of the - no - ble free,
 3. Let mu - sic swell the breeze And ring from all the trees
 4. Our fa - thers' God, to Thee, Au - tho - of lib - er - ty,

mf

1. Of thee I sing. Land where my fa - thers died, Land of the
 2. Thy name - I love; I love thy rocks and rills, Thy woods and
 3. Sweet free - dom song; Let mor - tal tongues a - wake, Let all that
 4. To Thee we sing. Long may our land be bright With free - dom's

pil - grims' pride, From ev - ry moun - tain side Let free - dom ring.
 tem - pled hills; My heart with rap - ture thrills Like that a - bove.
 breathe par - take, Let rocks their si - lence break, The sound pro - long.
 ho - ly light, Pro - tect - us by Thy might, Great God, our King.

SONG TEXT

M. R. K.

p

Be - hold, I bring you good ti - dings, good

pp

ti dings of great joy— For un to you is born this day a

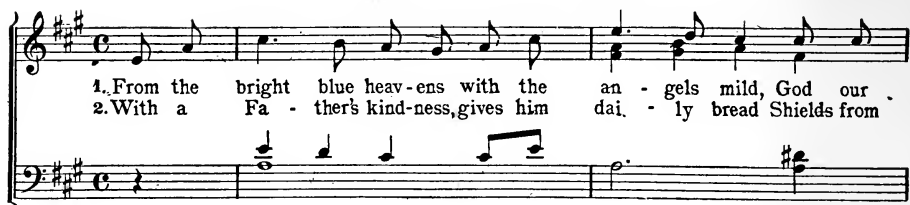
Sa - viour, which is Christ the Lord! Un - to you is born in the

cit - y of Da - vid, — A Sa - viour which is Christ the

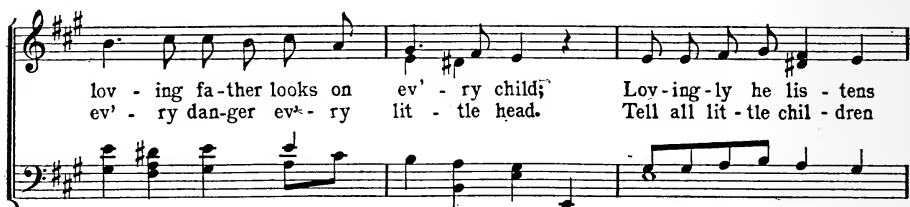
Lord.

FROM THE BRIGHT BLUE HEAVENS

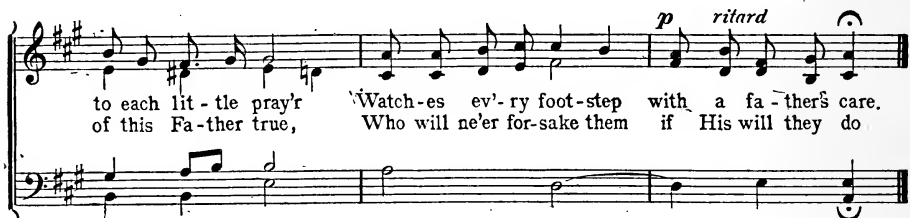
CARL REINECKE



1. From the bright blue heav-ens with the an-gels mild, God our
2. With a Fa-ther's kind-ness, gives him dai-ly bread Shields from



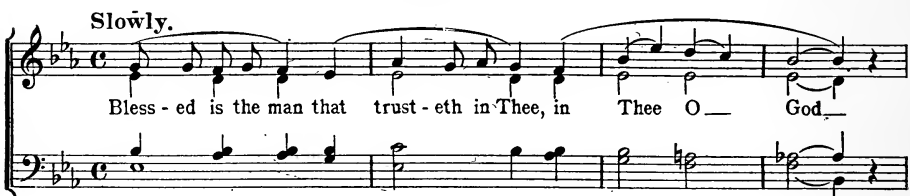
lov-ing fa-ther looks on ev'-ry child; Lov-ing-ly he lis-tens
ev'-ry dan-ger ev'-ry lit-tle head. Tell all lit-tle chil-dren



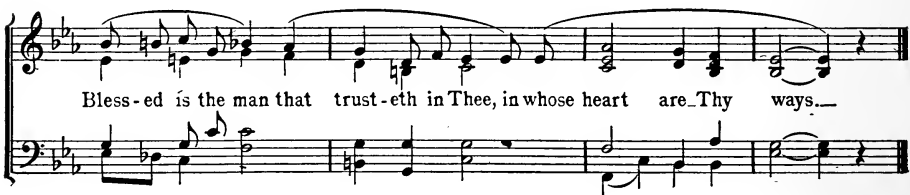
to each lit-tle pray'r Watch-es ev'-ry foot-step with a fa-ther's care.
of this Fa-ther true, Who will ne'er for-sake them if His will they do

SONG-TEXT

M. R. K.



Slowly.
Bless-ed is the man that trust-eth in Thee, in Thee O God



Bless-ed is the man that trust-eth in Thee, in whose heart are Thy ways

THE LITTLE LORD JESUS

MARTIN LUTHER

WILLIAM JAMES KIRKPATRICK

A - way in a man-ger, no crib for a bed, The lit - tle Lord
The cat - tle are low - ing, the ba - by a - wakes, But lit - tle Lord
Be near me, Lord Je - sus, I ask thee to stay Close by me for

Je - sus' laid down His sweet head The stars in the bright sky looked
Je - sus no cry - ing He makes. I love Thee, Lord Je - sus! look
ev - er, and love me I pray Bless all the dear chil - dren in

down where he lay The lit - tle Lord Je - sus a - sleep on the hay.
down from the sky, And stay by my cra - dle till morn - ing is nigh
Thy ten - der care And fit us for heav - en to live with Thee there.

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HEAVENLY FATHER, I WOULD PRAY

J. H. KURZENKNABE

Heaven - ly Fa - ther, I would pray, Come Thou near to me,
Bless - ed Je - sus, I would ask For a gen - tle will;

Teach me what to do and say, How to hon - or Thee.
Help Thou me my ev - ery task Faith - ful to ful - fill.

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LYDIA AVERY COONLEY

CHRISTMAS SONG

FREDERIC W. ROOT

Moderato.

Why do bells for Christmas ring?
There a dar-ling ba-by lay

Why do lit-tle chil-dren sing? Once a love-ly shin-ing star
Pil-lowed soft up-on the hay, And His moth-er sang and smiled

Seen by shep-herds from a-far Gent-ly moved un-til its light
"This is Christ, the Ho-ly Child," So the bells for Christmas ring

Made a man-ger ora-dle bright.
So the lit-tle chil-dren sing

Ped

From *Singing Verses for Children*. Used by permission.

THE BIRTHDAY OF A KING

W. H. NEIDLINGER

ff

4/4

Key signature: two flats (B-flat, E-flat)

The piano introduction consists of two staves. The right hand plays a series of eighth and sixteenth notes, while the left hand plays a steady eighth-note accompaniment. The piece begins with a forte (ff) dynamic.

In the lit - tle vil-lage of

4/4

Key signature: two flats (B-flat, E-flat)

The first vocal entry is on a single staff, starting with a whole rest followed by the melody. The piano accompaniment is on two staves, featuring a steady eighth-note accompaniment in the left hand and chords and moving lines in the right hand.

Beth - le-hem, There lay a child one day, And the

4/4

Key signature: two flats (B-flat, E-flat)

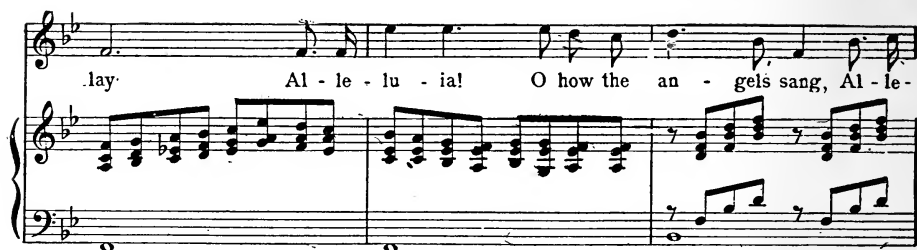
The second vocal entry continues the melody. The piano accompaniment remains consistent with the previous section, providing a harmonic and rhythmic foundation.

sky was bright with a ho - ly light, O'er the place where Je - sus

4/4

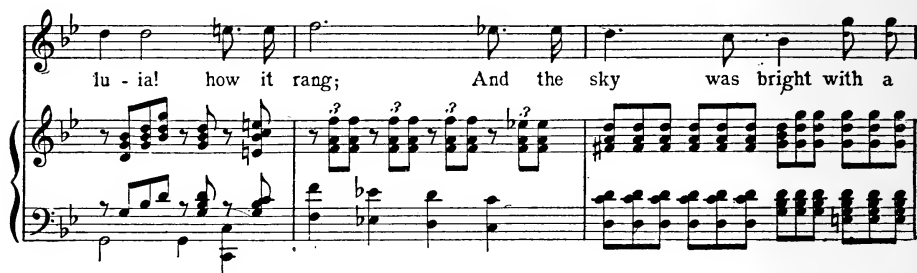
Key signature: two flats (B-flat, E-flat)

The third vocal entry concludes the phrase. The piano accompaniment features some chordal textures and moving lines, ending with a final chord.



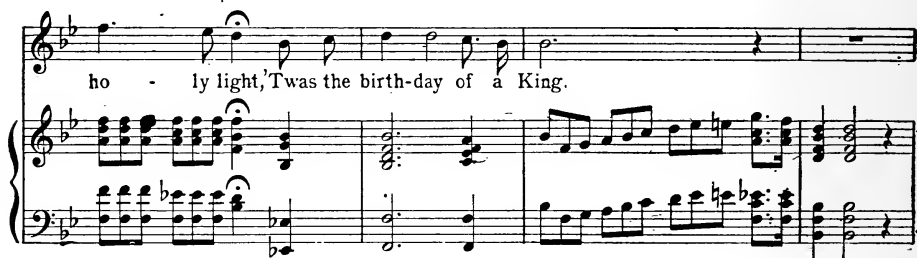
lay- Al - le - lu - ia! O how the an - gels sang, Al - le -

This system contains the first line of the song. The vocal melody is in the upper staff, and the piano accompaniment is in the lower staves. The key signature has two flats (B-flat and E-flat), and the time signature is 4/4. The lyrics are: 'lay- Al - le - lu - ia! O how the an - gels sang, Al - le -'.



lu - ia! how it rang; And the sky was bright with a

This system contains the second line of the song. The vocal melody continues in the upper staff, and the piano accompaniment continues in the lower staves. The lyrics are: 'lu - ia! how it rang; And the sky was bright with a'.



ho - ly light, 'Twas the birth-day of a King.

This system contains the third line of the song. The vocal melody continues in the upper staff, and the piano accompaniment continues in the lower staves. The lyrics are: 'ho - ly light, 'Twas the birth-day of a King.'



'Twas a

This system contains the fourth line of the song. The vocal melody continues in the upper staff, and the piano accompaniment continues in the lower staves. The lyrics are: ''Twas a'.

hum - ble birth-place, but oh! how much God gave to us that

day, From the man - ger bed what a path has led What a

per - fect ho - ly way: Al - le - lu - ia! O how the

an - gels sang, - Al - le - lu - ia! how it rang; And the

sky was bright with a ho - - ly light, 'Twas the

birth-day of a King.

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SONG TEXT

M. R. K.

Reverently.

Our Fath - er Our Fath - er, who art in

heav - en Hal - low - ed Hal - low - ed be Thy name...

THREE KINGS OF ORIENT

REV. J. H. HOPKINS

1st K. We three kings of O - rient are, Bear - ing gifts, we
 2d K. Born a babe on Beth - lem's plain, Gold I bring to
 3d K. Frank - in - cense my of - fer - ing; Cost - ly myrrh the

tra - verse, far Field and foun - tain, moor and moun - tain,
 crown Him a - gain; King for - ev - er, cea - sing ne - ver
 gift I bring; Prayer and prai - sing, all now rai - sing,

CHORUS.
 Follow - ing yon - der star.
 His all - glo - rious reign. O! — star of won - der,
 Worship - ing God on high.

star of might, Star with roy - al beau - ty bright; West - ward

lead - ing, still pro - ceed - ing, Guide us to the per - fect light.

CAROL, BROTHERS, CAROL

REV. W. A. MUHLENBERG

CHORUS.

Car - ol, broth - ers, car - ol, Car - ol joy - ful - ly,

Car - ol the good ti - dings Car - ol mer - ri - ly, And

pray a glad - some Christ - mas For all good Chris - tian men

Car - ol, broth - ers, car - ol Christ - mas Day a - gain. *Fine.*

Duet

Ca - rol, but with glad - ness, Not in songs of earth;
List' - ning an - gel mu - sic Dis - cord sure must cease

On the Sa - vour's birth - day Hal - lowed be our - mirth;
Who dare hate his broth - er On this day of peace?

This system contains the first four measures of the song. The vocal melody is in the treble clef, and the piano accompaniment is in the bass clef. The key signature has two flats (B-flat and E-flat).

While a thou - sand bless - ings Fill our hearts with glee;
While the heav'ns are tell - ing To man-kind good - will,

This system contains the next four measures. The piano accompaniment features a steady eighth-note pattern in the bass line.

ff Christ-mas day we'll keep The Feast of Cha - ri - ty.
On - ly love and kind ness Ev - ry bo - som fill.

D. C. Chorus.

This system contains the final four measures of the song. It begins with a forte (*ff*) dynamic marking. The piano accompaniment consists of chords in the right hand and a simple bass line in the left hand. The system ends with a double bar line.

LOVING JESUS, MEEK AND MILD

CHARLES WESLEY

ELEANOR SMITH

Musical score for the first system of the hymn. It features a vocal line and a piano accompaniment. The key signature is B-flat major (two flats), and the time signature is common time (C). The vocal line begins with a piano (*p*) dynamic. The lyrics are: "Lov - ing Je - sus, meek and mild, Look up - on a lit - tle child,"

Musical score for the second system. The vocal line continues with the lyrics: "Make me gen - tle as thou art, Come and live with --- in my heart." The piano accompaniment continues with sustained chords and moving bass lines.

Musical score for the third system. The vocal line continues with the lyrics: "Take my child - ish hand in Thine, Guide these lit - tle feet of mine;" The piano accompaniment includes a mezzo-forte (*mf*) dynamic marking.

Musical score for the fourth system. The vocal line concludes with the lyrics: "So shall all my hap - py days, Sing their pleas - ant song of praise." The piano accompaniment ends with a final chord.

CAN YOU COUNT THE STARS,

ELEANOR SMITH

1. Can you count the stars, that bright-ly Twin-kle in the mid-night sky?
 2. Do you know how man-y chil-dren Rise each morn-ing, blithe and gay?

The first system of the musical score for 'Can You Count the Stars'. It features a vocal melody in the upper staff and piano accompaniment in the lower staff. The key signature has one flat (B-flat), and the time signature is common time (C). The lyrics are for two verses: '1. Can you count the stars, that bright-ly Twin-kle in the mid-night sky?' and '2. Do you know how man-y chil-dren Rise each morn-ing, blithe and gay?'.

Can you count the clouds, so light-ly O'er the mead-ows float-ing by?
 Can you count the lit-tle voi-ces, Sing-ing sweet-ly, day by-day?

The second system of the musical score. The vocal melody continues with the lyrics 'Can you count the clouds, so light-ly O'er the mead-ows float-ing by?' and 'Can you count the lit-tle voi-ces, Sing-ing sweet-ly, day by-day?'. The piano accompaniment includes dynamic markings 'p' (piano) and 'p' (piano).

God, the Lord, doth mark their num-ber, With His eyes that
 God hears all the lit-tle voi-ces, In their pret-ty

The third system of the musical score. The vocal melody continues with the lyrics 'God, the Lord, doth mark their num-ber, With His eyes that' and 'God hears all the lit-tle voi-ces, In their pret-ty'. The piano accompaniment includes dynamic markings 'p' (piano) and 'mf' (mezzo-forte).

nev-er slum-ber, He hath made them, ev-'ry one.
 songs re-joic-es, He doth love them, ev-'ry one.

The fourth system of the musical score, which concludes the piece. The vocal melody continues with the lyrics 'nev-er slum-ber, He hath made them, ev-'ry one.' and 'songs re-joic-es, He doth love them, ev-'ry one.'. The piano accompaniment includes dynamic markings 'p' (piano) and 'mf' (mezzo-forte).

MORNING

SIR JOSEPH BARNEY

1. When morn-ing gilds the skies, My heart a-wak-ing cries— May
2. When - e'er the sweet church bell . Peals o - ver hill and dell — May

Je - sus Christ be praised! A - like at work and prayr To
Je - sus Christ be praised! O hark to what it sings — As

Je - sus I re - pair — May Je - sus Christ be praised!
joy - ous - ly it - rings, — May Je - sus Christ be praised!

DOWN TO THE SEA

M. R. K.

Moderato.

1. Brooks down the moun-tain side Rush with a song, seek - ing the
2. So are our hu - man lives, Start-ing like rills swift - ly the

riv - ers wide Where they be - long, Flow - ing in - creas - ing - ly Grow - ing un -
 cur - rent strives Down from the hills, Wid - er each hour to be Full - er each
 ceas - ing - ly Down to the migh - ty sea Splen - did and strong.
 pow'r to be Till God's e - ter - ni - ty Life's course ful - fils.

Words by permission of Ginn & Co.

SONG TEXT

M. R. K.

Slowly.

What - so - ev - er ye would that men should do un - to
 you, do ye e - ven so un - to them.

THE KING OF LOVE

J. B. DYKES

Joyfully.

1. The King of love my Shep - herd is, Whose
 2. Where streams of liv - ing wa - ter flow, My
 3. Per verse and fool - ish, oft I strayd, But
 4. In death's dark vale I fear no ill, With
 5. Thou spreadst a ta - ble in my sight, Thine
 6. And so, through all the length of days, Thy

good - ness fail eth nev - er; I noth - ing lack if
 ran - som'd soul He lead - eth, And, where the ver - dant
 yet in love He sought me, And on His shoul - der
 Thee, dear Lord, be side me; Thy rod and staff my
 unc - tion grace be - stow - eth; And oh, the trans - port
 good - ness fail - eth nev - er; Good Shep - herd, may I

I am His, And He is mine for - ev - er.
 pas - tures grow, With food ce - les - tial feed - eth.
 gen - tly laid, And home, re - joic - ing, brought me.
 com - fort still, Thy Cross be - fore to guide me.
 of de - light With which my cup o'er - flow - eth.
 sing Thy praise With in Thy house for - ev - er. A - men.

COLERIDGE

HE PRAYETH BEST

M. R. K.

Gently.

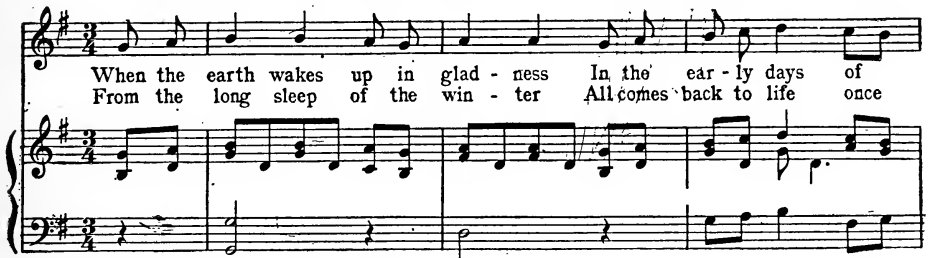
He pray - eth best who lov - eth best All things both great and small



For the dear God who lov-eth us He made and lov-eth all.

WHEN THE EARTH WAKES UP IN GLADNESS

FESCA



When the earth wakes up in glad-ness In the ear-ly days of
From the long sleep of the win-ter All comes back to life once



spring, And in leaf and flower re - joi - ces, Let us
more, And each blade of grass up - spring - ing, Joins a



sing with heart and voi - ces, Prais - ing Him our Lord and King.
migh-ty cho - rus, sing - ing, Lord we praise Thee and a - dore.

SONG TEXT

M. R. K.

Slowly.

Like as a fa - ther pit - i - eth his chil - dren,

The first system of the song features a vocal melody in the treble clef and piano accompaniment in the grand staff. The key signature has two flats (B-flat and E-flat), and the time signature is 3/4. The melody is marked 'Slowly.' and includes a slur over the first four measures. The lyrics 'Like as a fa - ther pit - i - eth his chil - dren,' are written below the vocal line.

So the Lord hath mer - cy on them that fear Him.

The second system continues the melody and accompaniment. The lyrics 'So the Lord hath mer - cy on them that fear Him.' are written below the vocal line. The piano part provides harmonic support with chords and moving lines in both hands.

Like as a fa - ther pit - i - eth his chil - dren,

The third system repeats the first line of the song. The lyrics 'Like as a fa - ther pit - i - eth his chil - dren,' are written below the vocal line. The musical notation follows the same structure as the first system.

So the Lord hath mer - cy on them that fear Him.

The fourth system repeats the second line of the song. The lyrics 'So the Lord hath mer - cy on them that fear Him.' are written below the vocal line. The musical notation follows the same structure as the second system, concluding with a double bar line.

EASTER SONG

ELEANOR SMITH

Con anima.

The lit-tle flow-ers came from the ground, At Eas-ter time, at Eas-ter time, They
 raised their heads and looked a-round, At hap-py Eas-ter time. And
 then each lit-tle bud did say, "Good-peo-ple, bless this ho-ly day, For
 Christ is ris'n the an-gels say, This ho-ly, ho-ly Eas-ter day."

cresc.

rall.

rall.

By permission of Thos. Charles Co.

EASTER ANTHEM

Arr.

Maestoso.

1. Christ the Lord is risen to-day Al - - le - lu - ia,
 2. Hymns of praise then let us sing Al - - le - lu - ia,

Sons of men and an - gels say Al - - le - lu - ia,
 Un - to Christ our Heav - ly King Al - - le - lu - ia,

Raise your joys and tri - umphs high Al - - le - lu - ia
 Who en - dured the cross and grave Al - - le - lu - ia

Sing ye heav'ns and earth re - ply Al - - le - lu - ia. A - - men.
 Sin - ners to re - deem and save Al - - le - lu - ia A - - men.

SONG TEXT

M. R. K.

p
Suf - fer the lit - tle chil - dren To

come un - to me And for bid them not And for -

bid them not For of such is the king - dom, the

king - dom of God.

SPRING SONG

P. A. SCHNECKER

Cheerfully.

1. All is bright and cheer-ful round us, All a-bove 'is soft and blue;
 2. If the flow'rs that fade so quick-ly, If a day that ends in night,
 3. There are leaves that nev-er with-er, There are flow'rs that ne'er de-cay:

Spring at last hath come and found us, Spring and all its pleas-ures, too;
 If the skies that cloud so thick-ly Oft - en cov - ers from our sight,
 Noth - ing e - vil go - eth thith - er; Noth - ing good is kept a - way.

Ev' - ry flow'r is full of glad-ness, Dew is bright and buds are gay,
 If they all have so much beau - ty, What must be God's land of rest,
 They that came from trib - u - la - tion, Wash'd their robes and made them white,

Earth, with all its sin and sad - ness, Seems a hap - py place to - day,
 Where his sons that do their du - ty, Af - ter ma - ny toils are blest?
 Out of ev' - ry tongue and na - tion, Now have rest, and peace, and light.

Gradually slower.

Al - le - lu - ia! Al - le - lu - ia! Al - le - lu - ia! A - men.

By permission of G. Shirmer.

GOD SENDS HIS BRIGHT SPRING SUN

ELEANOR SMITH

Allegretto.

1. God sends His bright spring sun To melt the ice and snow, To
 2. God sends His love to us, To make our good-ness grow, Let

start — the green leaf buds, And make the flow - ers grow. —
 us — be sweet like flow'rs, That in the gar - den blow. —

By permission of Thos. Charles Co.

HOLY NIGHT

Tyrolese Hymn

1. Ho - ly night! si - lent night All is calm all is bright,
 2. Ho - ly night! si - lent night Guid - ing star, lend thy light!
 3. Ho - ly night! si - lent night Wond' rous Star, lend thy light!
 4. Ho - ly night! si - lent night Shep - herds saw won - drous light,

Round you Vir - gin moth - er and child. Ho - ly in - fant ten - der and mild
 See the east - ern wise men bring Gifts and hom - age to our King
 With the an - gels let us sing Hal - le - lu - jah to our King!
 Waked by an - gels' glor - ious strain Peace on earth good - will to men.

Rests in heav - en - ly peace, Rests in heav - en - ly peace.
 Je - sus Christ is here! Je - sus Christ is here!
 Je - sus Christ is here! Je - sus Christ is here!
 Christ is born in deed! Christ is born in deed!

SONG TEXT

M. R. K.

With spirit.

Let the peo - ple praise Thee, O God; Let
all the peo - ple praise Thee, O let the na - tions be
glad and sing for joy, sing for joy.

The musical score is written for voice and piano. It consists of three systems of music. Each system has a vocal line on a single staff and a piano accompaniment on two staves (treble and bass clef). The key signature has two flats (B-flat and E-flat), and the time signature is common time (C). The first system begins with the instruction 'With spirit.' The lyrics are: 'Let the peo - ple praise Thee, O God; Let'. The second system continues the lyrics: 'all the peo - ple praise Thee, O let the na - tions be'. The third system concludes the lyrics: 'glad and sing for joy, sing for joy.' The piano accompaniment features chords and moving lines in both hands, supporting the vocal melody.

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